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This is a curriculum guide for junior high school students and police trainees. It is designed to improve police-juvenile relations through juvenile attitude change and police understanding. Units have been developed for social studies teachers pertaining to the law and law enforcement and for police trainees dealing with the nature of the early adolescent. The junior high school units are discovery and activity units which use audio-visual techniques, games, role playing, and class projects to explore: (1) the world of games, (2) the world of rules, and (3) the world of law. The police training unit uses films, lectures, slides, and tapes to help policemen gain an understanding of their own attitudes as well as those of juveniles. Following the experimental stage of the program, all data was analyzed by means of two statistical programs. Project directors feel that the curriculum units fill an existing gap in the present school and police programs. (EK)

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Project #052

THE CINCINNATI POLICE-JUVENILE ATTITUDE PROJECT

A Demonstration in Police-Teacher Curriculum Development

CG 004 146

LEAA DISSEMINATION DOCUMENT

THE CINCINNATI POLICE-JUVENILE ATTITUDE PROJECT

A Demonstration Project in Police-Teacher Curriculum Development to Improve Police-Juvenile Relations

Final Report Submitted to

Office of Law Enforcement Assistance,
United States Department of Justice

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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This project was supported by Grant #052 awarded by the Attorney General under the Law Enforcement Assistance Act of 1965 to the University of Cincinnati. Persons undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment, findings, and conclusions. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the U.S. Department of Justice.

PREFACE

What should young adolescents know about law enforcement? What should they accept as their own responsibilities for law enforcement? What image of the policeman should they have? What responsibility does the policeman have for his own image? What can be done to foster better relationships between police and youth and, ultimately, to control delinquency and prevent crime?

Finding answers to questions such as these was one of the primary goals of the project reported in this document. Supported by a $62,678 Law Enforcement Assistance Act (LEAA) grant, The Cincinnati Police-Juvenile Attitude Project constituted a valuable addition to other LEAA-supported projects endeavoring to improve police-juvenile relations. The basic element in a human relations program is the establishment of "two-way" communication. Accordingly, the Cincinnati Project sought to understand the attitude of youth toward police--and vice versa--and to bring about a "dialogue" between the two groups.

At the outset, the Project recognized certain hard facts: Many young teenagers are openly antagonistic towards the men responsible for enforcing the law. They equate involvement or witnessing with "tattling" or "squealing".

Similarly, there is a lack of police understanding of the very special nature of adolescent problems and the importance of these years in developing lasting social attitudes.

To combat these problems, the University of Cincinnati, the Cincinnati Police Division, and specific Cincinnati school districts joined forces. Their goal? Development of curriculum materials for both junior high schools and the police academy to supply the knowledge that seemed to be lacking on both sides.

As the first step toward accomplishing this goal, the Project held a National Conference in which top law enforcement officers and secondary school administrators established curriculum criteria and guidelines. In Fall and Winter Seminars held at the University of Cincinnati, twelve selected social studies teachers and twelve selected police officers then translated the Conference's conclusions and recommendations into tangible curriculum units to be used in the experimental program.

Next, the curriculum materials for grades 7, 8, and 9 were placed in social studies programs in twelve selected junior high schools, to be taught on either a two-week or six-week basis. The police program, six hours in length, was introduced into the Cincinnati Police Academy curriculum.

In the school experiment, the students to be taught and matching control groups were both prescaled, using an attitude research method developed in 1965 by the Project Director, Dr. Robert Portune. Following completion of the school units, both experimental and control subjects were rescaled to determine whether significant attitude change had occurred. Statistical analysis of all data from this experimental stage showed that the curriculum units were able to bring about a general attitude improvement in the experimental subjects, as measured by Dr. Portune's Attitude-toward-Police scale.

The information and curriculum materials developed by the Project were presented to a National Institute on Early Adolescent Attitudes toward Law Enforcement. Representatives from approximately fourteen states met for two weeks at the University of Cincinnati and received a detailed description of the entire project as well as the actual curriculum units. Many of the states represented in the Institute subsequently established pilot projects. As a result of this enthusiastic response, the initial supply of curriculum units was exhausted and additional printing made necessary.

Finally, the entire Project was evaluated by a committee made up of three University of Cincinnati professors and three police officers who were not connected with the Project in any way. Their impartial assessment indicated satisfaction with the Project's work and methods, and with the end product--the curriculum units.

Under its LEAA grant agreement, the Cincinnati Project submitted the three items which make up this document: the Final Project Report; The Law and Law Enforcement-A Manual for Teachers of the Junior High School Social Studies; and the Nature of the Early Adolescent - A training Unit for Police. Specific data on delinquency control is not yet available: more time is required to measure the effectiveness of such programs in reducing delinquency. This report, however, does provide valuable insight into youth's understanding of, and cooperation with, the law enforcement mission.

Office of Law Enforcement Assistance
U.S. Department of Justice

June 1968

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THE CINCINNATI POLICE-JUVENILE ATTITUDE PROJECT

Police-Teacher Curriculum Development for Improving Police Juvenile Relations

Project Director: Dr. Robert Portune

Assistant Director: Dr. Jack E. Corle

Major Consultants: Chief Stanley R. Schrotel (Retired)
Chief Jacob W. Schott
Dr. Donald Christian
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Mr. Vernon Thomas

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This project was supported by Grant #052 awarded by the Attorney General under the Law Enforcement Assistance Act of 1965 to the University of Cincinnati, Cincinnati, Ohio 45221.

SUMMARY

CINCINNATI POLICE-JUVENILE ATTITUDE PROJECT

The Cincinnati Police-Juvenile Attitude Project is concerned with the design and development of curriculum units for junior high school social studies classes and for police training. The purpose of such units is to bring about improvement in police-juvenile relations on a mass scale by means of a tested educational program.

This project had its origin in an extensive study of the attitudes of junior high school students toward police, carried out jointly by the University of Cincinnati and the Cincinnati Police Division in 1965. The study, directed by Dr. Robert Portune of the university's Department of Secondary Education, had identified the lack of student knowledge of the mission and function of law and law enforcement as a primary contributing factor in adverse attitudes toward police. At the same time the study also directed attention to the fact that police officers lacked knowledge of the nature of the early adolescent and of special procedures that might be used in handling this special age.

It was proposed that the University of Cincinnati, the Cincinnati Police Division, and cooperating school districts within the Cincinnati sphere of influence, work together to design and develop curriculum units that would supply the knowledge that seemed to be lacking, place these curriculum units on a trial basis in certain experimental schools and in the police academy, and then analyze the results. This proposal was presented to the Office of Law Enforcement Assistance, U.S. Department of Justice, in spring, 1966, and in June, 1966, funds were made available to carry out the work.

The project proceeded in a series of well-defined stages, as follows:

1. A National Conference on Early Adolescent Attitudes toward Police was held in August, 1966, bringing together top law enforcement officers and secondary school administrators to lay out the guidelines of the curriculum units. Such questions as "How much should a seventh grade child know about law?" were asked of, and answered by, this conference. At the conclusion of the conference, criteria for the proposed units had been established.

2. Twelve selected social studies teachers and twelve selected police officers from the Greater Cincinnati area met on the University of Cincinnati campus for twenty-three weeks in academic year 1966-67 to design and develop the curriculum units and the materials that would be used with them. Consultation and assistance of all kinds was provided by the project. Working within the guidelines established by the National Conference, the twenty-four participants in this stage of the program created the curriculum units and the materials that were to be used in the experimental program. Three junior high school units were developed under the titles GRADE SEVEN, THE WORLD OF RULES; GRADE EIGHT, THE WORLD OF GAMES; and GRADE NINE, THE WORLD OF LAWS. A unit for police training, called THE NATURE OF THE EARLY ADOLESCENT, was also produced.

3. In April, 1967, all units were instituted experimentally. The school units were placed in the ongoing social studies program in twelve selected junior high schools, to be taught on either a two-week or a six-week basis. The police program, six hours in length, was introduced into the Cincinnati Police Academy curriculum. In the school experiment the students to be taught and matching control groups were both pre-scaled, using an attitude research. Following the completion of the school units,

all experimental and control subjects were re-scaled in order to determine whether any significant changes had occurred.

4. Following the experimental stage of the program all data was analyzed by means of two statistical programs. In the first, an analysis of variance in mean scores of the various sub-groups of students participating in the experimental stage was conducted. In the second an item analysis of the responses on the attitude scale was conducted. Both analyses showed conclusively that the experimental injection of the curriculum units in the regular social studies program had brought about significant favorable changes in the attitude scale scores of the experimental subjects. At the same time the control subject either did not change or changed in a significantly unfavorable direction. Item analysis indicated that the favorable changes in the mean scores of the experimental subjects were caused by the general shifting on the part of large masses of students and not by extreme shifts of scattered individuals. It has been demonstrated, in short, that the curriculum units were able to bring about a general improvement in the attitudes of the experimental subjects, as measured by the Attitude-toward-Police scale.

5. In July, 1967, a National Institute on Early Adolescent Attitudes toward Law Enforcement was held on the University of Cincinnati campus to disseminate the information that had been accumulated during the course of the project. The development of the attitude scale, the inception of the Cincinnati Project, and a full, detailed description of the various stages of the project were presented over the course of two weeks to representatives from approximately fourteen states. The participants in the institute received the information and the curriculum units and materials with enthusiasm. Subsequently, pilot projects in many of the states represented

at the institute have been established, to such an extent that the first five hundred copies of the curriculum units, printed as part of the project, have now been exhausted and an additional printing has been made necessary.

6. As a by-product of the Cincinnati Project, the attitude research originated by the University of Cincinnati has now been expanded to include approximately 2000 subjects, whose attitudes toward police have been scaled, and who provide a base of research and information for graduate studies in the university's Department of Secondary Education. In addition, two university courses, designed to teach the development and use of curriculum materials such as those produced by this project, have been incorporated into the ongoing program of the College of Education, University of Cincinnati.

7. An independent assessment and evaluation of the entire project has been conducted by an evaluation committee composed of three professors from the University of Cincinnati and three police officers who were not connected with the project in any way. This evaluation indicates satisfaction with the attainment of the objectives set for the project, as well as confidence in the scientific methods used to mount it.

In their own conclusions, the project directors have noted specifically that the curriculum units fill a gap now existing in the present school and police programs. It can be demonstrated from the Cincinnati research that a student leaving grade nine has a poorer attitude toward law and law enforcement than does a student entering grade seven, that nothing exists in the present standard school curriculum to reverse this trend. Likewise, the standard police training program provides nothing aimed specifically at the early adolescent, at the very special nature of his problems, and at the importance of this life period in the development of lasting attitudes.

By providing curriculum units and materials that fill these two knowledge gaps, the Cincinnati Police-Juvenile Attitude Project makes a real contribution toward a long range solution to the problem of the police image in a free, democratic society.

The directors feel, further, that the Cincinnati Project, carried out on a wider basis, under the same rigid controls, could prove to state legislatures that such curriculum units and materials have a necessary place in both the compulsory school program and in the police training program. The persistent demand for materials and information, and the establishment of pilot projects in many parts of the country (all based on the Cincinnati Project) have convinced the directors of the Cincinnati Project that a national demonstration of the value of such curriculum units and materials is not only feasible, but also timely.

CHAPTER I

THE PROBLEM

Officially, in the beginning, the project was known as the "Police-Teacher Curriculum Development for Improving Police-Juvenile Relations." Later, needing a less awkward reference, those engaged in the program called it the "Cincinnati Police-Juvenile Attitude Project." In essence, Office of Law Enforcement Assistance Grant Project No. 052 fits both titles, since it was an attempt to change early adolescent attitudes toward law and law enforcement by inserting new curriculum units and materials into ongoing junior high school and police training programs. The design and development of such units and materials comprised the main work of the Cincinnati Project from July 1, 1966 through April 1, 1967. The experimental use of these units and materials in twelve junior high schools and in the Cincinnati Police Academy, and the evaluation of results comprised the main work of the project from April 1, 1967 to its close on August 31, 1967.

In a strict chronological sense the Cincinnati Project began more than a year before it was funded by the Office of Law Enforcement Assistance. Its origin can be established as early as the spring of 1965, when the man who was to become Project Director conducted his definitive research in the area of early adolescent attitudes toward police.[1] Working with 1,000 junior high school students in Cincinnati, Dr. Robert Portune, then a graduate assistant in the University of Cincinnati's College of Education, engaged in a unique study designed to illuminate the problem of juvenile attitudes toward law and law enforcement. This study involved the development of a reliable attitude scale (the PORTUNE ATTITUDE-TOWARD-POLICE SCALE), the interviewing of hundreds of students who scored at critical points on the scale, and the direct observation of police-juvenile contacts in the field. From these phases of the research certain problem areas emerged, were identified, and were later attacked in the Cincinnati Project. Most important of the problem areas were the following:

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[1] An Analysis of the Attitudes of Junior High School Pupils toward Police Officers. Doctoral dissertation, University of Cincinnati, 1965. Available through University Microfilms, Ann Arbor, Michigan.

1. The general population of junior high school students displayed an alarming ignorance of the function and mission of law enforcement in a democratic society.
2. The standard junior high school program was almost totally devoid of curriculum units and materials aimed at improving student knowledge and understanding of law and law enforcement.
3. Students who emerged from the ninth grade had significantly poorer attitudes toward police than did students who entered grade seven. Thus, instead of building favorable attitudes toward law and law enforcement, the school was allowing the student attitudes to deteriorate.
4. A major factor in the formation of adverse attitudes toward police was the police-juvenile contact. This contact brought together a juvenile with little or no knowledge of the nature

of law enforcement and a police officer with little or no knowledge of the nature of the early adolescent.

5. The attitudes of junior high school students toward police varied significantly with respect to age, grade in school, sex, race, school achievement, church attendance, and socio-economic level.

In general, Dr. Portune discovered, the attitudes of Cincinnati early adolescents toward police were non-negative rather than positive. When a police contact (either casual or formal) occurred, these attitudes invariably became negative. Dr. Portune theorized that much, if not all, of this adverse reaction stemmed from mutual ignorance. Because of their ignorance of the police mission and function in a free society, early adolescents did not possess favorable attitudes sufficiently strong to survive the police contact. In addition, because of their ignorance of the special nature of the early adolescent, police officers failed to make the special efforts required to enhance the police image in the minds of this particular segment of American youth.

Concluding a report of his research in 1965, Dr. Portune wrote:

> Favorable attitudes toward law enforcement...would seem to constitute one characteristic of "the good citizen," and the development of such attitudes is undoubtedly a responsibility of the junior high school. In any general national war on crime the compulsory school would seem to have an obligation to improve the police image in the minds of its students. This obligation is especially pressing when research shows that the broad, general attitude of early adolescents toward police officers needs strengthening.[2]

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[2] _Op cit_, p. 8

Speaking at Michigan State University in 1966, he further declared:

> Most persistent of all needs indicated by this (Cincinnati) study is a solution to the problem of the face to face contact between these youngsters and the policeman on the beat. It is my feeling that the compulosry school and the police agency both have a responsibility in this area...(the early adolescents) need to have an understanding of the mission and function of law enforcement officers. They need to know the place of law enforcement in the social structure of the community, the contribution of law enforcement officers to the safety and order of all citizens, and the rights and responsibilities of citizens, with respect to law enforcement.[3]

The Cincinnati research had shown, among other things, that junior high school curricula lacked a formal approach to the study of law and law enforcement. With some minor exceptions, such as haphazard assembly programs, casual invitations to law enforcement officers to address individual classes, and infrequent safety campaigns, the junior high school program did not have either the units or the materials that would foster favorable attitudes toward police. Where any attempt was made, no evaluation was attempted, no measure of success could be determined. On the contrary, the complete absence of scientific control over police-school cooperative programs, and the complete lack of reliable evaluation of such programs, was one of the consistent factors characteristic of all such endeavors, not only in Cincinnati, but in other cities where such programs existed.

It is important to place these considerations in perspective in order to gain insight into the direction taken by the Cincinnati Project, and the results of that project as described in this report. First, and possibly most important, it should be taken into account that in Cincinnati a reliable measuring instrument, the Portune ATP-Scale, had been developed prior to the inception of the project. This instrument was available as an evaluative tool when the project was finally mounted. Secondly, because of its unique position, with respect to research already completed, the University of Cincinnati was able to establish a cooperative partnership not only with the Greater Cincinnati schools, but also with the Cincinnati Police Division. Thirdly, there was a demonstrated need for new curriculum units and materials in both the ongoing junior high school program and in the ongoing police training program. In brief, the three ingredients of need, facilities for meeting the need, and instrument for evaluating success were all present when the Cincinnati Project was first proposed. It was possible, then, to define the major problem areas to be attacked in terms of university, school, and police agency.

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[3] IACP Workshop for Police Professors, April, 1966.

The recurring theme seemed to be the lack of curriculum units and materials in both school and police training program, and it was in this area that the university could offer most assistance. It became the intention of the university to utilize its facilities and faculty in the designing and developing of the needed curriculum units and materials, to place these units on an experimental basis in both school and police academy, and to measure the influence of such units on the attitudes of the early adolescents involved in the experimental program.

In May, 1966, the University of Cincinnati proposed to attack the major problem of curriculum design and development by means of a six-stage program planned to meet the following needs:

1. The need for criteria that would serve as guidelines for both of the curriculum projects, one for school and one

for police training. Up to this point, no one had ever decided what a junior high school student should know about law, or about law enforcement. Nor did guidelines exist to help specify the responsibility a police officer had for his own image, with respect to the early adolescent.

2. The need to design and develop workable curriculum units. It was felt that, to be effective, such units would have to be produced by practicing teachers and police officers. The facilities of the university would have to be utilized to bring these practicing professionals together in this endeavor.
3. The need to establish experimental programs in selected public and parochial schools and in the police academy. These programs would utilize the curriculum units and materials designed and developed by teachers and police officers working under the direction of the university.
4. The need to control and evaluate the experimental programs. Such control and evaluation would be accomplished by standard research methods, such as the use of control groups, and by application of the methods of attitude measurement available to the project team.
5. The need to disseminate the results of the project. The university was in a unique position in that conferences and institutes were part of its standard operation, thus dissemination by such means offered no special or novel

problems.

6. The need for an objective evaluation of the total project. Here the university could provide expert assessment by personnel not connected with the project.

To meet these needs the University of Cincinnati proposed a fourteen-month project, directed by Dr. Robert Portune, then assistant professor of education. Dr. Portune was to have as his assistant director Dr. Jack E. Corle, also an assistant professor of education in the university's College of Education. Rounding out the staff would be a full-time project secretary, a university graduate assistant, and several key consultants, including Colonel Stanley R. Schrotel, then Chief of the Cincinnati Police Division.

In June, 1966, it was announced by the U. S. Department of Justice that the University of Cincinnati had been granted funds to mount the project as proposed, and on July 1, 1966, a project office was opened on the university campus.

The six stages of the Cincinnati Project will be described in detail in this report, as follows:

In Chapter II, the development of the original criteria for the curriculum units, by means of a national conference of police officers and educators, will be described. Chapter III will cover the design and development of those units by means of a series of university seminars. Chapter IV will present the experimental programs as they were carried out in twelve Greater Cincinnati junior high schools and in the Cincinnati Police Academy. Chapter V will feature a full description of the attitude measurements involved in the project, as well as a complete statistical analysis of all data. The concern of Chapter VI will be a national institute held on the university campus in summer, 1967, in order to disseminate the findings, products, and recommendations of the project team. Chapter VII will be devoted to an account of the separate evaluation of the project (submitted as an appendix to this report), as well as certain recommendations and conclusions of the directors.

Products of the Cincinnati Project, such as curriculum guides, supplementary readings, and other pertinent materials are also submitted separately as appendices to this report. Where they are mentioned in the text, they are referred to by name rather than by their appendix designation.

What is involved here, then, is one city's attempt to attack a major problem of modern law enforcement, the police-juvenile relationship. To introduce a description of that attack, it seems appropriate to quote from the University of Cincinnati's original proposal, where, in discussing the significance of the project, it was stated:

> Although there is widespread recognition of the importance of juvenile and adult attitudes toward law enforcement and the law enforcement officer, little is known of those aspects of attitude formation and change that bear directly on this problem. There is agreement, however, among those concerned with the psychology and the education of youth, that the junior high school years are critical years in attitude development. Since research indicates that unfavorable attitudes toward police result from the police contact with the early adolescent, and since research also indicates that there is a lack of understanding on the part of the early adolescent of the police mission and function, and a lack of understanding on the part of the policeman of the nature of the early adolescent, a unique attack on these deficiencies is proposed by this project.[4]

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[4] Final Proposal to OLEA, May, 1966, p. 5i.

CHAPTER II

PROJECT GUIDELINES

> Stage 1: National Conference on Early Adolescent Attitudes toward Police. This conference will be sponsored jointly by the University of Cincinnati and the Cincinnati Police Division. It will be held on the campus of the university August 29, 30, and 31, 1966. Working participants will consist of ten outstanding juvenile officers recommended by the International Association of Chiefs of Police and ten leaders in the field of junior high school curriculum recommended by the National Association of Secondary School Principals. The major objectives of the participants will be (a) the defining of early adolescent attitudes toward police, and (b) the establishment of basic criteria for curriculum units, materials, and methodology aimed at the formation of favorable attitudes toward law enforcement and the law enforcement officer. The conference will be conducted by the Project Director, Assistant Director, and six speaker-consultants from the areas of adolescent psychology, junior high school social studies, teacher training, attitude research, police procedures and practices with respect to juveniles, and general law enforcement. The definitions and criteria developed by this conference will form the framework on which the (next stage of the project) will be designed.
>
> University of Cincinnati Proposal to OLEA, 1966

The idea of a national conference was discussed thoroughly before it became a key part of the university's proposal. In this preliminary discussion it was pointed out that the curriculum units and materials that would be developed during the course of the project would, first of all, have to be meaningful, useful, and practical. In answering a simple question such as, "How much should a seventh grade student be expected to know about the law?" guidelines were needed, if the product of the project was to be meaningful to student and teacher, capable of being used in the ongoing school program, and practically certain to achieve hoped for results. These did not seem to be areas in which the guesses of university professors, no matter how educated such guesses, would be acceptable. Other opinions were required, not only to provide a broader base on which to build, but also to establish a kind of national consensus of need, since it was assumed from the start of the project that it would have national rather than strictly local implications.

Dr. Portune was to present the gist of these early discussions in his introductory remarks to the conference when it was held on the university campus in late August, 1966, as originally proposed. At that time, he said:

> I assure you that we, as a university faculty, could get off somewhere by ourselves, sit down, and develop a set of curriculum units on law enforcement. We don't feel, however, that such units would be either meaningful or successful. If I were going to develop a unit on chemistry, I would go to the chemists who are expert in particular phases of the subject, and I would get some idea of what such a unit involves and what limitations should be imposed. I propose to develop units on law enforcement by going to the experts and getting some guidelines.

The "experts" to whom he referred had been chosen carefully, albeit quickly, between July 1, 1966, and mid-August, 1966. As soon as it was learned that the project would be funded by OLEA, the International Association of Chiefs of Police was contacted for a list of juvenile commanders. Such a list was furnished immediately by IACP, which also expressed such interest in the project that Dr. Robert Walker of that organization was invited to participate.

Since the IACP list offered many more officers that could be invited to the conference, the directors decided to choose participating police on a regional basis, thus attempting to establish an impressive cross section of national police views. Invitations were tendered, therefore, to ten officers in what were considered to be key spots that would reflect regional thinking. Of the first ten invited to the conference, ten acceptances were received. In addition, OLEA suggested that two officers (one from Tucson, Arizona, and one from Minneapolis, Minnesota) be invited, since these officers were engaged in directing related OLEA projects. The final list of police participants included the following officers:

Lt. Joseph E. Bakes	Juvenile Bureau, Allentown, Pennsylvania
Capt. Paul Flaugher	Juvenile Bureau, Cincinnati, Ohio
Lt. Elaine Gardner	Women's Division, Detroit, Michigan
Capt. Walter Heinrich	Crime Prevention Division, Tampa, Florida
Policewoman Frances Herb	Youth Division, Chicago, Illinois
Lt. Kenneth Ice	Community Relations Division, Tucson, Arizona
Capt. Lloyd Lindsey	Juvenile Bureau, Lexington, Kentucky
Capt. Therese Rocco	Police Department, Pittsburgh, Pennsylvania
Lt. William Schonnesen	Juvenile Division, Minneapolis, Minnesota
Lt. Victor Vieira	Juvenile Division, Berkeley, California
Sgt. Harold Zook	Police Department, Little Rock, Arkansas

Captain Milton Engbring, of Milwaukee, Wisconsin, who had accepted, was prevented from attending because of late August riot conditions existing in his city. Additional local participants included Sergeant Robert Bradford, of the Hamilton County, Ohio, Sheriff's Patrol; Captain Elmer Reis, Cincinnati Police Division; Captain Robert Roncker, Cincinnati Police Division; and

Patrolman Ronald Taylor, Hamilton County, Ohio, Sheriff's Patrol. Observers to the conference consisted of various members of the Cincinnati Police Division and the Hamilton County Juvenile Court.

Although it had been suggested that the school "experts" be selected in a similar manner from a list supplied by the National Association of Secondary School Principals, this method was abandoned in favor of a matching method proposed by Dr. Corle, who felt that each police officer should be matched by a school administrator from his city. Dr. Corle advanced several reasons for such a method: first, such a conference might indirectly bring about closer cooperation between school and police agency in the involved cities; second, if, as anticipated, the project would be implemented on a national basis, and if the conference cities should be involved in such a national program, then the attendance of both a police representative and a school representative would make such implementation easier, since both representatives would have had prior contact with the project. Both reasons seemed sound, and invitations were sent to the school systems in the cities from which police officers had been invited. Of the ten school systems contacted, three could provide no participants. In two cases, Chicago and Tampa, changes in school superintendencies were responsible; in the third case, Lexington, the early starting of school was the cause. The final list of school participants included the following representatives:

Mr. William Genszler	Social Studies Supervisor, Allentown, Pennsylvania
Dr. Harold Harrison	Field Executive, Detroit, Michigan
Mrs. Cecile Hudson	Safety Supervisor, Little Rock, Arkansas
Mr. Theodore Kummerlein	Executive Director, Milwaukee, Wisconsin

Mr. Frank Mason	Administrative Assistant, Phoenix, Arizona
Mr. Dean Moore	Social Studies Supervisor, Cincinnati, Ohio
Mr. Frank Ott	Principal, Tucson, Arizona
Mr. Thomas Parker	Vice Principal, Berkeley, California
Mr. Francis Rifugiato	City Schools, Pittsburgh, Pennsylvania
Miss E. Jean Tilford	Social Studies Supervisor, Cincinnati, Ohio
Miss Helen Yeager	Social Studies Supervisor, Cincinnati, Ohio

On the morning of August 29, 1966, approximately forty participants and observers began the three-day conference that was to establish guidelines for the project. Speaking to the assembled group, Dr. Portune said:

> I don't know whether you thought you were coming here to learn....Primarily, you are here to teach. We are hoping to pick your brains for the next three days. We are hoping that through your experience in police work and school work you will have some knowledgeable opinions of what early adolescents should learn in their schools about law enforcement. We hope you will tell us what you would like policemen to know about kids....We are going to have policemen and teachers developing our curriculum units. Then they are going to take them out and try them experimentally in twelve schools and in the police academy. Consider, however, that these people have the whole range of law and law enforcement in our society to choose from. We want to limit them to those factors that you consider most important to the task at hand. We want to establish some guidelines, some criteria, within which our curriculum developers can work.

It was made clear that what the project needed from the start was a set of answers to some fairly simple and specific questions. These were questions that had been sent out in advance to all participants, and much of the work of the conference was to be concerned with providing answers where no answers had existed before. To accomplish this purpose the group was broken up into two workshop sections, each of which was to provide a final report to Dr. Walker, of the International Association of Chiefs of Police, who would, in turn, summarize results for the entire group. Between workshop sessions, information would be fed to the group through a series of pertinent papers presented by outstanding speaker-consultants who had been invited to the university campus for this purpose.

The target of the conference was specified as the youngster from age twelve through age sixteen, in grades seven, eight, and nine. It was emphasized that all discussions should focus on this youngster and not on the entire juvenile range. It was concerning this specialized group that the questions to be answered had been posed. Those questions were as follows:

1. What should early adolescents know about law enforcement?
    a. Should they know the policeman as a person or as a symbol?
    b. Should they know any mechanics of police work? Which?
    c. Should they know any of the history or philosophy of law enforcement in a democratic society? What parts?
    d. Should they know of the organization and operation of law enforcement agencies? Which ones and what?
    e. Should they know of the laws governing juveniles?
2. What image of the policeman do we want these youngsters to have?
    a. Policeman as a buddy?
    b. Policeman as an adult friend?
    c. Policeman as an armed enforcer of the law?
    d. Some combination of the above?

3. What should early adolescents accept as their own responsibilities for law enforcement?
    a. Helping the police is a duty of good citizenship?
    b. Helping themselves by helping the police?
    c. Helping the community through helping the police?
    d. Associating rights and responsibilities?
    e. Distinguishing between tattling or squealing and involvement or witnessing.
4. What responsibility does the policeman have for his own image?
    a. What does he need to know about early adolescents?
    b. Socio-economic background?
    c. Physical and psychological makeup?
    d. Family and peer relationships?
5. What devices will prove effective in shaping favorable attitudes toward police?
    a. Field trips?
    b. Visits to classrooms by police?
    c. Films?
    d. Reading materials?

To provide pertinent background information for workshop discussion, the conference featured presentations by authorities representing various related areas. Thus, on Monday, August 29, after a welcoming address by Dean William L. Carter of the university's College of Education, a keynote address was made by Colonel Stanley R. Schrotel, then Chief of the Cincinnati Police Division. Colonel Schrotel spoke on "The Police Image", relating the major problem of the image of law enforcement to the purposes of the conference. The lack of public interest and support presented a serious difficulty, according to Colonel Schrotel:[1]

> It accounts in large measure for inadequate police budgets, deficiencies in personnel and equipment, lack of active cooperation in reporting known law violations and suspicious circumstances, reluctance to serve as witnesses and jurors, the increased number of assaults upon police officers, the failure of citizens to come to the assistance of police officers, and a multitude of similar factors that reflect apathy and very often downright hostility upon the part of the public.

There was a clear need, Colonel Schrotel declared, to build a better understanding on the part of youth of the purposes and objectives of law enforcement. This was building for a future in which these young people would take their places as community leaders and parents.

On the afternoon of August 29, Mr. Samuel Chapman, of the President's Commission on Law Enforcement and the Administration of Justice, described "Law Enforcement in Our Modern Society." The purpose of this presentation was to acquaint the school people present with the broad background of the topic. This Mr. Chapman accomplished by tracing the history of law enforcement to the present time and by putting modern law enforcement in the perspective of sociological changes. Describing the policeman as the nation's shield against totalitarianism and crime-ridden streets, Mr. Chapman concluded:[1]

> The police must have public support and the public must have police service. Both are interdependent and each will falter without the other. This is so because a police department...needs the cooperation of the public. Consequently, responsibility for the prevention of crime, the apprehension of criminals, and the prosecution of

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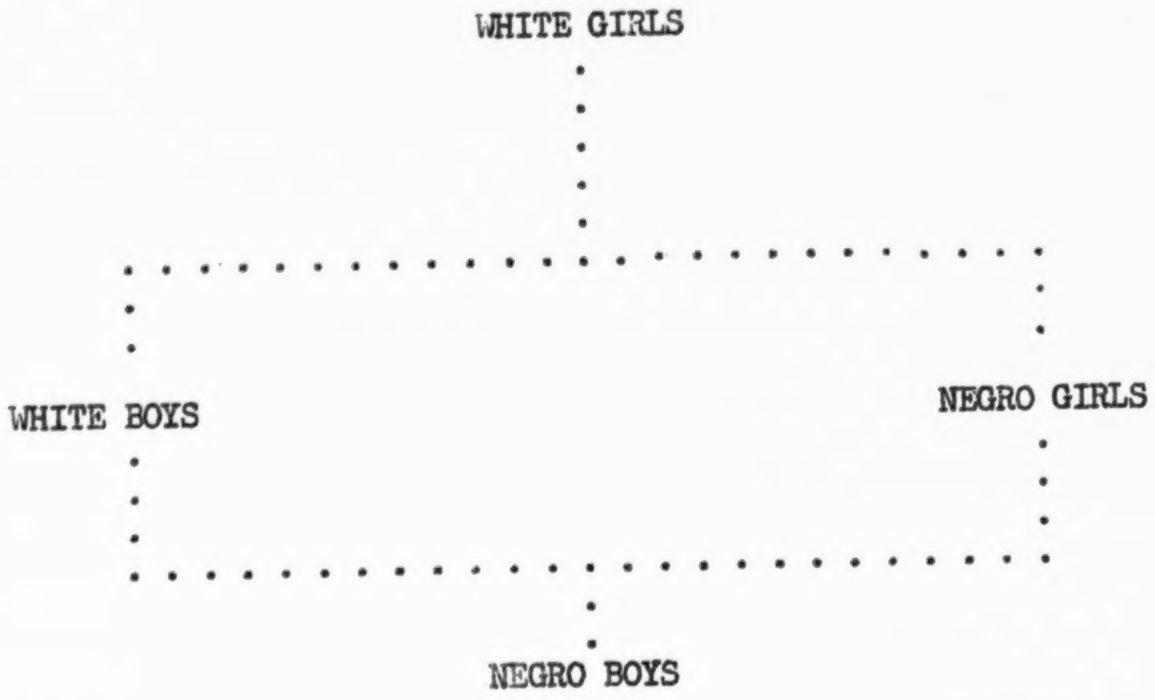
[1] Full text available in OLEA First Quarterly Report of the Cincinnati Project

> those charged with crime is not solely that of the police and the courts. It belongs to the public, too.

Also on the afternoon of August 29, Dr. Portune and Dr. Corle presented a detailed explanation of the original attitude study carried out at the University of Cincinnati. This included a description of the scaling, interviewing, and observing methods used to collect data, as well as a statistical analysis of that data. It was pointed out that the Portune ATP-Scale had been derived by scientifically acceptable methods, that its reliability tested at .90, making it useful for work with groups, and that its norms were based on the scores of 1,000 Cincinnati early adolescent subjects. Comparative means for various subgroups had produced the following information:

1. It took approximately two years of age to bring about a significant change in attitude. Thus, twelve-year olds had significantly more favorable attitudes toward police than did fourteen-year olds, thirteen was significantly more favorable than fifteen, and fourteen more favorable than sixteen.
2. Girls had significantly more favorable attitudes than did boys of their race, and whites had significantly more favorable attitudes than did Negroes of their sex. Or, graphically:



3. Pupils in high ability groups at any grade level had significantly more favorable attitudes than did pupils in low ability groups.
4. Boys who attended church regularly had significantly more favorable attitudes than did boys who were not regular in church attendance.
5. Subjects in high socio-economic levels tended to have more favorable attitudes than did those in low socio-economic levels, although the differences were not as significant as expected.

In addition, Dr. Portune and Dr. Corle had in August completed a program that would analyze the results of the ATP-Scale item by item, indicating percentages of favorable and unfavorable responses.[2] A summary of this item analysis was distributed to the participants. These figures dramatically emphasized the problem that the project proposed to solve, clearly illustrating the difference between generalities that early adolescents accepted about law enforcement and specifics that needed attention. For example, the item analysis indicated that while 72 per cent of the Negro boys agreed that "The police protect us from harm" (a generalization), only 35 per cent disagreed with the statement "Police accuse you of things you didn't do" (a specific police-contact type of statement). Again and again, it was indicated that all subgroups reacted less favorably to police-contact items than to general items, and that this reaction could, through interview and observation, be traced to the "meeting of mutual ignorance" between juvenile and policeman. "It is possible," Dr. Portune observed during the presentation, "that early adolescents are not even aware that asking questions is part of a policeman's job."

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[2] The use of this program and other statistical analyses are described in Chapter V of this report.

On the morning of August 30, Dr. Lester Guest, Professor of Psychology from Pennsylvania State University, spoke to the assembled group on "Attitudes and Their Formation." Recognized as an authority in the field of attitude and attitude change, Dr. Guest described attitude formation and attitude change, using examples from his own work in determining attitudes toward brands and brand names. He summed up his remarks by presenting suggestions "generated from research" that would be of help to anyone engaged in an attitude project:[3]

1. Actually try to teach attitudes, rather than have them develop incidentally.

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[3] Full text available in OLEA First Quarterly Report of Cincinnati Project.

2. Try to determine reference persons and groups toward whom the individual looks for approval, and influence those persons or groups.

3. Do not expect to alter immediately strongly entrenched attitudes.

4. Determine the best kind of material that will attract the attention of your target audience and the best vehicle for reaching this audience.

5. Make conclusions explicit.

6. Try to get the individual to take a public stand in the desired direction, but do not force the issue until you feel the individual will stand in your favor.

7. Create a favorable image, and then try to get the individual to remember the source of the information as well as the information itself.

8. Try to provide for experiences calculated to enhance a change of attitude in the direction you wish--in other words create dissonance for current conditions, and provide for its relief by attitude change.

On the afternoon of August 30, Mr. Carey Pace, President of the Ohio Association of Secondary School Principals, spoke on "The Nature of the Early Adolescent," bringing to the group twenty-five years of experience working with junior high school students. Mr. Pace described the very special period from ages twelve through sixteen, its special psychological and physiological nature, and the sociology of this particular age group in American society. The purpose of his presentation was to punctuate the recommendations of the project directors that the target group be the junior high school population. Emphasizing the point, Mr. Pace stated:[4]

> (These) boys and girls are searching for ideals, values, for a meaning for life. They are groping for answers in politics, religion, sex, and social understanding....They

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[4] Full text available in OLEA First Quarterly Report of Cincinnati Project.

> are searching for standards, they are forming ideals, they are reflecting on problems of good and evil.

Early adolescents, in short, Mr. Pace wanted it understood, are different. They are abandoning the value systems imposed upon them by their parents and teachers, as complex forces within these youngsters compel them to become new personalities.

Dr. Wendell Pierce, then Superintendent of Cincinnati Public Schools was the speaker on Wednesday, August 31. His topic was "Police-School Relations, a Challenge," and his presentation focused on the changing nature of metropolis and the implications of that change for school and police agency.[5]

> ...the first place we ought to start with this lay analysis is society today, particularly urban communities as a school superintendent sees them, because I don't think that anything that we say about police-school relationships and what happens to youth in large cities can be divorced from this particular background....

Dr. Pierce then specified five considerations that would influence curriculum development of the nature contemplated by the project. These were (a) the massing of people in urban areas, (b) world tension, (c) a changing morality, (d) the problem of human relations, especially race relations, and (e) the failure of society's institutions to adjust to such factors. Dr. Pierce concluded with a recommendation that services, such as police services, be humanized, especially through a process of understanding the forces that are brought to bear upon young people.

Between speeches, workshop sessions proceeded both day and night, bringing old and new knowledge to bear upon the questions at hand, so that on

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[5] Full text available in OLEA First Quarterly Report of Cincinnati Project.

August 31, at the final conference meeting, Dr. Robert Walker of the International Association of Chiefs of Police was able to present a summary of answers and an outline of criteria that would guide the project throughout its active months.

These guidelines, in outline form, developed by the participants in the University of Cincinnati's National Conference on Early Adolescent Attitudes toward Police, are the following:

Question No. 1: What should early adolescents know about law enforcement?

a. Should they know policemen as persons or symbols?

There is a need for both, but if a choice must be made, the early adolescent should know the policeman as a symbol first. This means knowing the role of the policeman as an active arm of society's protection of itself. There is a need for the symbols of uniform, badge, and revolver to be redefined so as to cause favorable reactions. Hopefully, a means can be found to present the policeman as a person, also, but not at the expense of an adequate representation of his role.

b. Should they know any mechanics of police work?

There is a need for the early adolescent to be aware of (a) auxiliary or service functions engaged in by policemen, (b) basic patrol activities, (c) modern scientific methods of crime detection.

c. Should they know any of the history and philosophy of law enforcement?

The curriculum units should make clear society's need for law enforcement. Students should be able to explain the disadvantages and dangers of a lawless society. Thus, they need to know some of the early history of police work and some of the results of an absence of law enforcement. (e.g. The Boston Police Strike.)

d. Should they know of the organization and operation of law enforcement agencies?

They should see the organizational charts of municipal and county police. In addition, they should have some awareness of the operation of federal and state agencies. It should be made clear that law enforcement involves a highly organized, efficiently operating, interlinked network of agencies.

e. Should they know of the laws governing juveniles?

They should be aware of those laws that apply locally. They should have some awareness of the juvenile court, correctional institutions, and parole units.

Question No. 2: What image of the policeman do we want the early adolescent to have?

a. Should he see the policeman as a buddy?

In this respect the nature of the policeman's role predicates that he not be viewed as "one of the guys." In his contacts with early adolescents as a resource person or as a field trip guide, the policeman must be presented at a higher level of maturity than the term "buddy" implies. A line of respect, dignity, and authority must exist between juvenile and officer.

b. Should the student see the officer as an adult friend?

While this approach is valuable for younger school children, it is hard to maintain in general at the junior high school level.

c. Should the policeman be pictured as an "armed enforcer"?

The connotations here seem too harsh. The image should not be fear-oriented, as this question suggests.

d. What combination of factors should be included in the police image?

The policeman should be presented as a carefully selected individual, a representative of the law, entrusted with the task of maintaining law and order. His training should be emphasized. His function should be presented as service and assistance to citizens as they perform their daily tasks, and as protection of those same citizens from those anti-social acts that interfere with the orderly processes of democratic society.

Question No. 3: What should early adolescents accept as their own responsibilities for law enforcement?

a. That one helps the police?

Ideally, a young person should assist the police as a duty of good citizenship, as well as because he himself profits. It should also be pointed out how the normal processes of the community are allowed to function when such assistance is given. These reasons should be made clear at the student's own level of comprehension.

b. That rights are associated with responsibilities?

The concept of law and order as it has developed in our society is dependent upon the retention of some of the protective function by the people themselves. Thus, the people have an obligation to (a) summon police, (b) act as witnesses, (c) cooperate with legally constituted law enforcement agencies in the performance of their duties.

c. Can a curriculum unit resolve the dilemma of "witnessing" versus "squealing"?

This is a sensitive area in which there may develop a clash between the demands of good citizenship and the demands of peer group loyalty. An indirect approach to this problem seems vital, with socio-drama or similar technique being used.

Question No. 4: What responsibilities does the policeman have for his own image?

a. What kind of behavior is recommended?

Police have a responsibility to exemplify the Police Code of Ethics. (This Code should be read by all student groups, as well.)

b. How should the policeman view youth? Approach youth?

By the accomplishments as well as the deviations of young individuals and groups. Police should practice the three-F's of police-juvenile relations: BE FIRM, BE FAIR, BE FRIENDLY.

c. What should policemen know about the early adolescent?

Police should be thoroughly familiar with the psychology, physiology, and sociology of this group. Police should also have knowledge of special practices and procedures for handling the early adolescent without creating adverse reactions. In addition, policemen should be thoroughly familiar with the kind of image it is desirable for the youngster to have; that is, the policeman should not adopt the role of buddy, adult friend, or armed enforcer, but should present himself as a carefully selected and trained professional, carrying out a highly complex mission.

Question No. 5: What devices will prove effective in shaping favorable attitudes toward police?

a. Annotated bibliography of suitable reading matter.
b. Annotated list of available audio-visual material.
c. Selected field trips. (Completely planned in advance.)
d. Use of speakers from "status" areas of the students' own environment.
e. Preparation of special reading, viewing, and listening materials.
f. Classroom visits by law enforcement officers.
g. Model law enforcement role-playing situations.

It is well to reiterate that such criteria, simple as they might sound, represented a consensus on the part of the conference participants. Taken singly, each recommendation was far more complex than it appeared on the surface, and the first task of the curriculum designers and developers would be to examine these statements exhaustively until their full implications became clear. These guidelines directed, among other things, that every junior high school student be taught more about law and law enforcement than was then being taught in any junior high school class in the nation. Knowledge of the origin of law, the purpose of the police, police structure and organization, police duties, modern means of crime detection and presention, and the work of the courts was defined as absolutely essential. Such knowledge was not then available to early adolescents. In addition, it was felt that early adolescents needed to know that the policeman was a constructive influence in the community, that he was carefully selected and trained, that he dealt in services and assistance.

When the National Conference ended, the Cincinnati Project had been given a direction to follow. From August 31 on, it would follow the rough blueprint drawn up by the conference participants.

CHAPTER III

CURRICULUM DESIGN AND DEVELOPMENT

> Stage 2, First Phase: Autumn and Winter Seminar for Selected Teachers-in-Service. Offered by the Graduate School of Education, three hours per week, three graduate credits each Quarter. These two quarters of seminar will be offered to twelve selected social studies teachers from the Hamilton County, Ohio, public and parochial schools. The theme of this graduate program will be "Early Adolescent Attitudes toward Law Enforcement: Curriculum Units and Materials for the Junior High School." The major objectives of the seminar will be the development of three curriculum units, one in grade seven, one in grade eight, and one in grade nine, and the creation of materials, teaching aids, lists, and evaluation instruments for these units. The seminars will be conducted by the Project Director and Assistant Director and will draw upon the full resources of the Cincinnati Police Division for consultation, demonstration, and evaluation throughout the two Quarters. Data and information from the Cincinnati continuing attitude study, the definitions and criteria established by the National Conference of Stage 1, and the total experience of the teachers participating will be applied to the curriculum design. The full, regular services of the university (library, visual aids, etc.) will be utilized....The time devoted to these two seminars will total approximately twenty-one weeks.
>
> University of Cincinnati Proposal to OLEA, 1966

During the month of September, 1966, with the full cooperation of the Cincinnati Public Schools, the Cincinnati Archdiocese Schools, and the Hamilton County Public Schools, twelve veteran teachers were selected for participation in the Curriculum Development Seminar. An addendum to the regular university catalogue for the Autumn Quarter, 1966, listed the seminar as follows:

> EDUCATION. 18-215-647. Curriculum Development Seminar: Law Enforcement Units in the Junior High School. Designing and

developing units and materials on law enforcement for grades seven, eight, and nine. 3 graduate credits. Tu. 4:00-6:30. Portune, Corle. By invitation only.

Those teachers selected to participate were the following:

	NAME	DISTRICT	SCHOOL
1.	William W. Davis	Cincinnati Public	Sawyer Junior High
2.	Harold Flaherty	Cincinnati Public	Cutter Junior High
3.	Mrs. Joyce Howard	Cincinnati Public	Withrow Junior High
4.	Browne Jefferson	Cincinnati Public	Ach Junior High
5.	Mrs. Hazel Jones	Cincinnati Public	Heinold Junior High
6.	William Massey	Cincinnati Public	Lyon Junior High
7.	Mrs. William Schnitzer	Greenhills City Schools	Greenhills Junior High
8.	Donald Fenton	Cincinnati Archdiocese	Roger Bacon High
9.	Ben Ellis	Hamilton County Public	Anderson Junior High
10.	Eugene Hust	Hamilton County Public	White Oak Junior High
11.	Patrick McGraw	Hamilton County Public	Delhi Township School
12.	Gary Smith	Hamilton County Public	Three Rivers Junior High

Arrangements were made to register these teachers on a tuition waiver, correspondence was carried out from the project office to the teachers and their supervisors, and the first seminar session was held on October 4, 1966.

A preliminary textbook, Introduction to Law Enforcement, by Germann, Day, and Gallati (Charles Thomas, 1966) was ordered for all seminar participants, and materials packets were prepared for their use. These packets contained a full report of the National Conference, book lists, film catalogues, and other related reference sources.

Preliminary to any specific work on curriculum design, the teachers indicated, it was necessary that they be oriented to law and law enforcement themselves. Consequently, field trips to police districts and the police academy were arranged, and those who wished were permitted to ride in police cars on their regular beats. In addition, consultation was provided by beat patrolman, the former commander of the police juvenile bureau, and the police training officer.

As major objectives of the curriculum units were clarified, the recommendations of the National Conference were expanded into a workable outline, as follows:

Major Objectives

I. At the conclusion of these curriculum units students in grades seven, eight, and nine will have received instruction in the following areas related to law enforcement:

   A. The origin of the law

   B. The purpose of the police

   C. Police structure and organization

   D. Duties of the police

   E. The policeman's work day

   F. Modern means of crime prevention, detection, and control

   G. Juvenile court contact and juvenile offenders

II. At the conclusion of these curriculum units students in grades seven, eight, and nine should be able to demonstrate an awareness of the following aspects of the police image:

A. That the policeman is a symbol as well as a person

B. That the policeman makes a constructive contribution to the community

C. That the policeman is carefully selected and thoroughly trained

D. That the work of the policeman is concerned with service and assistance

III. At the conclusion of these curriculum units students in grades seven, eight, and nine, should be able to indicate, at least verbally, an understanding of their own responsibilities for law enforcement in the following terms:

A. The individual can help enforce the law

B. There are positive results for the individual and society that arise from helping the police

C. Rights are achieved, altered, and influenced only through the acceptance of responsibility

D. In the long run, negative peer loyalties become more restrictive and threatening than does good citizenship

It was felt by the seminar participants that this outline needed to become more detailed before it could be used to structure the curriculum units. Additional reading, consultation, and discussion brought about further elaboration, until all participants expressed satisfaction with the basic objectives toward which the curriculum units should aim. These now could be presented as:

Major Objectives Expanded

I. Knowledge of law enforcement.

   A. Origin of the law. Information must be transmitted on the necessity for order in society. The obligations, rights, and responsibilities of citizens must be associated with the need for law. It must be demonstrated that the law frees rather than restricts.

   B. Purpose of the police. Delegation of the enforcement function frees citizens from devoting all of their own time to self-protection. Public trust is placed in the law enforcement agency, which then becomes a symbol of the authority of the law over the behavior of the citizenry.

   C. Police structure and organization. The complex, interwoven organization of municipal, state, and federal law enforcement agencies must be explained, in order to indicate to the student that there are highly efficient, powerful, and widespread forces that stand behind the individual law enforcement officer.

   D. Duties of the police. Two primary duties are (1) the prevention and detection of crime, and (2) the control of traffic. The first includes the apprehension of the criminal. In addition, other service functions, as carried out locally, must be presented, especially those functions that bring the police in contact with the juvenile. Here the mission and function of the officer in performance of his duty can be clarified. The changing nature of police duties--both the "why" as well as the "what" must be explained in some manner.

E. The policeman's work day. Beginning with roll call, through a full "relief," to the end of the day, the essentials common to all police patrol activities can be stressed. Emphasis should be put upon the "job" and the "tools of the job" in order to establish a symbolic basis.

F. Modern means of crime detection and control. Radio, teletype, fingerprinting, crime laboratories, increased mobility, data processing, and other means should be stressed. Predictions of future means should be included.

G. Juvenile court contact and juvenile violators. The American court system and the philosophy of the courts with respect to juveniles can be presented.

II. Image of the policeman.

A. The policeman as a symbol as well as a person. Those factors that constitute the symbol of the police officer should be presented in a positive light. Where the police image is not favorable this is a result of its being evoked from unfavorable or negative symbols. The conflict that arises when we try to present the policeman as both symbol and person may be resolved by discovering an existing model in which both symbol and person create a favorable reaction. Such a model might serve as a guide for activities or presentation.

B. Constructive contribution of policemen. These must be demonstrated, especially those contributions that are not easily apparent. The many activities important to society that policemen carry out, both in and out of uniform, should be presented factually, so that the weight of evidence cannot be denied.

C. Selection and training of policemen. The police officer should be presented in terms of job qualifications and requirements. Police training should be demonstrated. Special training necessitated by special problems of society and individuals should be illustrated.

D. The work of the policeman: service and assistance. The police officer's function is positive. His power is a power of service and assistance to citizen and community. His is not a negative, restrictive function, but just the opposite. Enforcement of the law in a positive manner of service and assistance frees the citizen and the community from disorder and danger. The policeman allows the processes of a democratic society to be carried on.

III. Individual responsibilities for law enforcement.

A. The individual can help enforce the law. How crimes are reported. What it means to bear witness. The necessity for involvement as well as the necessity for avoiding behavior that "subtracts a policeman" from a place where he is more vitally needed (much as a false alarm subtracts firemen and their equipment from the city's protective forces.)

B. Positive results of helping the police. When a law is broken all individuals are endangered. The loss of life and money due to lawbreaking should be made clear. The results of crime and traffic problems in terms of suffering and misery should be demonstrated. The dependence of law enforcement agencies upon the cooperation of citizens must be clarified, and the benefits to the individual citizen and to the community should be presented, possibly in terms of the calamity that results when such cooperation is not forthcoming.

C. Rights and responsibilities. With respect to the major objective of relating rights and responsibilities, it is felt that some reference to this will run through the entire unit at each grade level.

D. Peer loyalties versus good citizenship. Not all peer groups are necessarily against law and order. Law enforcement protects against offensive treatment by negative individuals and groups. This negative, restrictive, and offensive treatment can be explored in a self-discovery manner by determining the rules and regulations of socially negative groups, such as gangs. Models of negative groups, with rules and regulations far more restrictive than the laws of our democratic society, can easily be found. It can be demonstrated that good citizenship is actually a kind of loyalty to a peer group.

It became the task of the seminar participants now to design and develop curriculum units that would achieve these major objectives through a series of class activities incorporated as a part of the ongoing social studies program in a standard junior high school. This purpose would be served, it was decided, by constructing a six-week unit at each grade level, and by utilizing as methodology a series of coordinated discovery activities such as games, role-playing, and community research.

It was proposed that the participants divide themselves by grade level and attack the problem of design first. Almost simultaneously, each of the three groups put forth the idea of choosing a general theme for each unit. Thus it was decided that the seventh grade unit would concern itself with rules, involving the students in what was from this point on to be called

"The World of Rules." Similarly, the eighth grade would be concerned with "The World of Games," using the analogy of games and organized sports to acquaint the students with the notions of law and law enforcement. The ninth grade unit, aimed at civics classes, would be called "The World of Laws" and would introduce the older student to the origin and development of law and law enforcement through his classroom activities.

It was at this point that Ginn and Company, publishers, sent the page proofs of a book in preparation for examination by the seminar. This work, John Hanna's Teenagers and the Law, was proposed by the group working at the ninth grade level as a text for their unit. At the same time an original work of fiction, Catch Me if You Can, written by Dr. Portune, was chosen as supplementary reading for the eighth grade unit. Hopeful of finding adequate motion pictures, the seminar participants viewed all films that could be procured by the university that had any theme of law or law enforcement. All participants began a thorough search of school, university, and city libraries for text materials or supplementary materials, finding, as Dr. Portune had discovered in his original research, that suitable reading for the junior high school was non-existent. The Federal Bureau of Investigation, however, was able to supply various law enforcement pamphlets in sufficient quantity that they could be used as supplementary materials in the experimental classes. Such previewing and reviewing of films, researching of written materials, and roughing out of possible discovery activities occupied the seminar group as the First Quarter came to a close.

On January 9, 1967, the Second Quarter of the university's academic year began for the seminar group of teachers. In addition, as will be described subsequently in this chapter, a second seminar group was organized to design and develop the curriculum unit that would be taught in the Cincinnati Police Academy.

The teacher group could now see the curriculum design taking shape. "The World of Rules" of grade seven, for example, was to begin with an introduction of natural rules (Natural Laws) and progress, by discovery, to man-made rules in the home, at play, and in school. Once acquainted with the nature of rules and their enforcement in his own life-experience situations, the student could then be led to a discovery of the rules of the wider community and the enforcement of such rules by the police agency.

In grade eight the concept of rules would be introduced with games. Students would first play games without rules, in order to discover the necessity for rules. They would play games with unfair and inconsistent rules. The need for enforcement of rules would be discovered, and then the need for an enforcer, or game official, who would free the players to enjoy the game to its fullest. From here the student would be led to the selection and training of officials, and, eventually, to "the game of life" in which the rules are laws and the game officials are law enforcement officers.

Grade nine would be introduced to the idea of a lawless society, using examples from history. The origin and development of law and law enforcement would follow, and modern law enforcement would be examined in terms of the mass society and the orderly processes of modern civilization. Students would research their own community to discover the necessity for community rules and proper enforcement of such rules.

As the rough outline of each unit was designed, the necessity for purposeful activities became more and more pressing. Being competent professionals, the twelve seminar participants realized that a six-week curriculum unit meant thirty days in which students _did_ something. Each week had to be thought of as a series of class and extra-class activities designed to bring about the desired result expressed in the major purposes and their specific daily objectives. What would thirty-five eighth graders do the first day of the unit? When should a particular film be shown? At what point should a law enforcement officer be invited in as a resource person? Should there be a class project? How should the idea of scientific crime detection be introduced? There is almost no end to the questions that the curriculum developer must ask himself.

What should the student read? A typical search for materials turned up the following sparse list:

Colby, C.B., _Police: The Work, Equipment, and Training of Our Finest_. Coward-McCann, 1954. 48 pp.
Crump, Irving, _Our State Police_. Dodd, Mead & Co., 1955. 238 pp.
Floherty, John J., _Behind the Silver Shield_. (Rev. Ed.) Lippincott, 1957. 195 pp.
Floherty, John J., _Stories of the State Police_. Lippincott, 1954. 148 pp.

In addition, a work of fiction entitled _Rookie Policeman_, written by John Benton, and published by Dodd, Mead and Company in 1957, was suggested.

To this list the Eighth Edition of the _Standard Catalogue for High School Libraries_ added:

Denman, Frank, _The Law, It's on Your Side_. MacMillan, 1952.

Available to the project in quantity were the following Federal Bureau of Investigation materials:

COMBATING THEFTS FROM SHIPMENTS

COOPERATION, THE BACKBONE OF EFFECTIVE LAW ENFORCEMENT

FBI, GUARDIAN OF CIVIL RIGHTS

FBI NATIONAL ACADEMY

HOW AIRLINES CAN HELP THE FBI

HOW AUTO DEALERS CAN HELP LAW ENFORCEMENT

HOW BANKS CAN HELP THE FBI

HOW SERVICE STATIONS CAN HELP LAW ENFORCEMENT

INFORMATION CONCERNING THE POSITION OF SPECIAL AGENT...

NATIONAL CRIME INFORMATION CENTER

NEW CONCEPTS IN THE CRIMINAL LAW

99 FACTS ABOUT THE FBI

PROWLER -- A COMMUNITY MENACE

SHOULD YOU GO INTO LAW ENFORCEMENT

STANDARDIZED ARREST ABBREVIATIONS

Reference works for teachers were far more numerous. Many were read by the participants, but the consensus of the group was that Introduction to Law Enforcement, by Germann, Day, and Gallati would best serve the purposes of the units.

What should the student view? It was felt originally that many of the concepts could be taught by use of motion pictures, but previewing of those films available to the group turned up very few that seemed suitable. No adequate film on the origin of the law was found. Two films on the policeman's work day were approved:

Policeman Day and Night (Charles Cahill) 10 minutes
Profile in Blue (WCET, Cincinnati) 28 minutes

A general overview of police work was offered by the film Every Hour Every Day, narrated by Danny Thomas, and produced by the International Association of Chiefs of Police, Washington, D. C. Beyond these three films, the seminar participants could find nothing that seemed to fit the curriculum units they were designing; therefore, little dependence was put on films as a major teaching device in the units. The only addition to the motion picture requirements was the need for several minutes of sports film, showing officials in action. (The experimental classes viewed basketball film obtainable from the University of Cincinnati Athletic Department.)

What should the students hear? It was felt that tapes could be utilized effectively in all three units, and suggestions for tapes included (a) an interview with an outstanding hero-figure, who would relate his activities to law enforcement, (b) the sounds of police work, such as police calls as they are heard inside a patrol car, (c) police officers discussing their selection and training, (d) the sounds of games, (e) tape recordings of role-playing situations as performed by the students. The tapes finally approved and used in the units were:

1. An interview with Oscar Robertson, three-time All American basketball player, and star guard with the Cincinnati Royals professional basketball team. The "Big O" relates rules and officiating in basketball to laws and law enforcement in the community.
2. Cincinnati Police Dispatcher broadcasting standard police calls. This excerpt was recorded inside a beat car.

3. Two young children, ages three and eight, inventing games. The complex rules are used to provoke discussion in class.

In addition, two commercial recordings were used, one by comedian Bob Newhart, and one by comedian Bill Cosby. The Newhart excerpt describes the rules of baseball as they might have been presented to a games manufacturer by Abner Doubleday, the inventor of baseball. The Cosby excerpt has to do with the playing of "street football." Both records (The Button Down Mind of Bob Newhart and My Life as a Child) are available in retail stores.

What should the students do? Aside from standard classroom discussions, it was agreed that the units should include discovery activities such as role-playing, games invention, and bulletin board preparation. In grade seven, students were to draw cartoons as a continuing project, seek ways to have school rules modified, and prepare classroom displays. In grade eight, games were to be invented and played, and a special school display or school program was to be worked out. In grade nine the classes could institute a SAP ("subtract a policeman") campaign, with posters and programs based on the general theme of "don't be a SAP". Newspaper and magazine clippings would be used. Reports of community research would be made. The activity lists grew weekly, and detailed plans for activities began to take shape.

The outline of the curriculum guide, as of February, 1967, presented the structure and organization of all three curriculum units in the following manner:

THE WORLD OF RULES (Grade 7)

I. Introduction

  A. Natural rules (laws) illustrated

  B. Does an individual alone need any but natural rules?

II. Home

  A. Activities that demonstrate home rules

  B. The necessity for enforcement of home rules

  C. Training and practice of the enforcer (parent?)

  D. How are home rules modified?

  E. Your individual responsibilities with respect to your family

III. Play

  A. Activities that demonstrate rules of play

  B. Who enforces the rules of play?

  C. Selection and training of the enforcer

  D. How do rules of play get changed?

  E. Your individual responsibility for following the rules of play

IV. School and Community

  A. Activities that demonstrate school and community rules

  B. Who enforces the rules in school? in the community?

  C. Training of the enforcer

  D. Modern means of enforcement

  E. Modification of the rules (by whom? why?)

  F. Your individual responsibility with respect to school and community rules

THE WORLD OF GAMES (Grade 8)

I. Introduction

   A. Use of invented games to illustrate necessity for rules, for fair rules, etc.

   B. Use of invented games to illustrate necessity for enforcer (official)

II. The organized games

   A. Discovery activities, pointing up rules of organized games

   B. Introduction of rule books and lists

   C. Who officiates? Why are officials necessary?

   D. The selection and training of officials

   E. How are rules infractions detected and punished?

   F. Why and how are rules modified?

   G. Your own responsibility to play the game fairly

III. The game of life

   A. Discovery activities showing the necessity for rules in society

   B. Introduction of lists of rules applicable to adolescents

   C. The necessity for officials (police) to free us for other tasks

   D. The selection and training of such officials

   E. The detection and apprehension of criminals

   F. The punishment of those who break society's rules

   G. Your own responsibility to live by the rules

THE WORLD OF LAWS (Grade 9)

I. Introduction
   - A. Discovery activities, pointing up the lawless society
   - B. The origin and development of law in the United States

II. The necessity for law in the local community
   - A. Utilization of the life-experience of the students
   - B. Utilization of newspapers, news broadcasts, and other media

III. The necessity for law enforcement in the local community
   - A. Frees the citizen for other work
   - B. Crime and traffic offer too complex a problem for the individual citizen to solve alone (organized agency needed)
   - C. Organization of the police agency

IV. The police officer
   - A. Selection and training
   - B. Complex scientific operation that backs each officer
   - C. What the policeman does and why he does it (his work day)
   - D. The symbols of law enforcement (badge, revolver, etc.)

V. Your own responsibility for law enforcement
   - A. Every group situation has rules and its own policeman
   - B. Cooperation makes law and order possible
   - C. You and the law
      1. What you should know about law
      2. What happens to lawbreakers
      3. The SAP program (don't "subtract a policeman")
   - D. How you are helped by the proper enforcement of the law

The final task of bringing together the ingredients of curriculum outline, activities, and materials to achieve the unit objectives occupied the remaining time in which the seminar was active. It was decided that the final format of the written units would be a series of thirty daily lesson plans at each grade level, with each lesson plan set up on the standard outline of (a) daily objectives, (b) content material, (c) major activities, (d) assignment, and (e) special equipment or resource materials. The three grade level groups now began the final task of translating the accumulated weeks of experience into teaching manuals that would be meaningful, usable, and practical. Daily objectives were devised, content chosen to meet those objectives, and activities selected to best get the content across to the students. Assignments and resource materials were listed. An example of the final product of the curriculum development seminar now read as follows:

THE WORLD OF GAMES Grade 8

FIRST WEEK - Second Day

I. Objectives

   A. To introduce a group game with inconsistent rules that change at the whim of the leader

   B. To encourage the students to discover the need for standard, formal methods of modifying rules

II. Content

   A. The teacher should be prepared to discuss the characteristics of good laws, emphasizing that they are -

      1. Fair
      2. Consistent

        3. Promulgated
        4. Capable of modification through standard, formal procedures
    B. The teacher should introduce the concept of penalties for infractions of rules

III. Major Activities

    A. Preliminary discussion of the assignment topic
    B. The teacher introduces a new game called "Chalk," the rules of which are spelled out clearly as follows:
        1. In "Chalk" there are two teams of seven students each, with the remainder of the students acting as spectators who will analyze the game.
        2. The purpose of the game is to pass a piece of chalk from the head of the line to the end of the line and back to the head again.
        3. The team that finishes first will be declared the winner.
        4. The rules are repeated, if necessary. It is emphasized that these are definite rules, and that they are fair to all persons concerned.
    C. The student at the head of each line is given a piece of chalk and, on the word "Go!" the chalk is passed. Before the game can be completed, however, the teacher says "Stop!"
    D. The teacher explains that he forgot to tell the teams that the chalk must be passed with the left hand only.
    E. The game begins again, and is halted almost immediately. This time the teacher announces that the game is conducted with the

eyes closed.

F. The teacher continues this routine, changing the rules before the game can be completed, until the students object. At this time the teacher calls a halt to the experiment, and students return to their seats.

G. Guided discussion is based upon the following questions:

1. What is the matter with this game? Are the rules unfair?
2. Can a game be successful, if the rules keep changing at the whim of the leader?
3. If the rules need changing, how and when should this be accomplished? (Are sports rules changed in the middle of a game?)
4. Should rules be standardized, in writing, and known to all participants?
5. If laws are considered to be the rules of society, what can we say about laws from the experience of the three games we have played in these two days?

IV. Assignment

The class is divided into four groups (I, II, III, and IV) and the following tasks are assigned:

Group I - Draw up a list of rules for the game called "Ball" (played the previous day)

Group II - Draw up a list of penalties for infractions of the rules in the game of "Ball."

Group III - Draw up a list of rules for the game called "Chalk."

Group IV - Draw up a list of penalties for infractions of the rules of the game of "Chalk."

V. Resource Materials Suggested for This Lesson

A. Two pieces of chalk

B. Possibly a whistle to start and stop the game

During the final weeks of the seminar two consultants were invited to work with the participants. Dr. Donald Christian assisted with the preparation of individual quizzes and tests to be used in evaluating student progress, and Mr. Vernon Thomas assisted with the preparation of handout materials and overhead projection drawings for the units. On the advice of Dr. Christian, a copy of Green's Teacher-Made Tests was ordered for all seminar participants. It was decided that evaluation instruments would be individually prepared by each teacher, since all teachers had now been working with the classes that would be the experimental classes since the beginning of the school year in September, 1966. Attitude scaling, however, would be done uniformly for all experimental and control groups both before and within three weeks after the experimental units were taught. Mr. John Henderson, graduate research assistant for the Cincinnati Project, instructed the seminar participants in the administration of the Portune ATP-Scale.

Final polishing of the teaching manuals, assembly of full curriculum packets (including handouts, text, supplementary reading, tapes, and film orders), and a preliminary assessment by Cincinnati social studies supervisors took place in March, 1967, and April 3 was set as the target date for the beginning of the units in the selected experimental schools.

It was planned that all teachers involved would meet for a full critique of the units after the close of the experimental program, and, with this provision, the curriculum development seminar for teachers came to an end, having fulfilled the terms of the original Cincinnati proposal for the First Phase of Stage 2 of the project.

Meanwhile, the Second Phase of Stage 2 had been established according to the following description:

> Stage 2: Second Phase. Winter Seminar for Selected Police-in-Service. Offered by the Undergraduate College of Education, three hours per week, three undergraduate credits per Quarter. This seminar will be offered to twelve selected and assigned police officers from the Cincinnati Police Division. The theme of this undergraduate program will be "Early Adolescent Attitudes toward Police: A Program for Police Training." The major objectives of this seminar will be the development of a curriculum unit for the Cincinnati Police Academy, and the creation of materials, teaching aids, lists and evaluation instruments for this unit. The seminar will be conducted by the Project Director and consultants from the University of Cincinnati's Departments of Secondary Education, Psychology, and Sociology, with assistance from the Hamilton County, Ohio, public and parochial schools. Data and information from the Cincinnati continuing attitude study, the definitions and criteria established by the national conference, and the total experience of the police officers participating will be applied to the curriculum design. All services and facilities of the university will be utilized. ....The time devoted to this seminar will be approximately ten weeks.
>
> University of Cincinnati Proposal to OLEA, 1966

With the cooperation of the Personnel Director of the Cincinnati Police Division, twelve police officers from the Greater Cincinnati area were selected to participate in the Curriculum Development Seminar. This police seminar was listed in the university bulletin as follows:

> EDUCATION 18-215-548. Curriculum Development Seminar: A Unit on Early Adolescence for Police Training Programs. Designing and developing a unit on the nature of the early adolescent,

his personality and attitudes. 3 credits. M 4:00-6:30. Portune, Corle. By invitation only for selected police officers.

Those officers selected to participate were the following:

	NAME	DEPARTMENT
1.	Sergeant Harold Fassnacht	Amberley Village
2.	Lieutenant Woodrow Breig	Cincinnati
3.	Patrolman Kenny Chitwood	Cincinnati
4.	Captain Joseph Crawford	Cincinnati
5.	Specialist Bobby Hill	Cincinnati
6.	Sergeant Wesley Mysonhimer	Cincinnati
7.	Policewoman Novella Noble	Cincinnati
8.	Policewoman Patricia Whalen	Cincinnati
9.	Chief Howard R. Makin	Delhi Hills Township
10.	Lieutenant Robert Bradford	Hamilton County
11.	Lieutenant Belton Flick	Norwood
12.	Chief Fred W. Engelman	Reading

Arrangements were made to enroll these officers on a tuition waiver, correspondence was carried out from the project office to these officers, and the group assembled for the first seminar session on January 9, 1967.

A textbook, Adolescent Development, by Elizabeth A. Hurlock (McGraw-Hill, Inc., 1967) was ordered for the seminar participants and materials packets were prepared. These packets included most of the material from the National Conference of August, 1966, as well as film catalogues and book lists.

The orientation of the officers proved easier than had that of the teachers. The directors felt that two factors were responsible: Most of the officers were active in decision-making positions; therefore, they did not need to be persudaded to make decisions for police training; teachers, on the other hand, are accustomed to decision-making being in the hands of administrators and supervisors. Secondly, since the police image was the subject of the project, the police officers were more vitally involved as the psychological objects under consideration. To the teachers, the problem had to be stated: "How do early adolescents feel about them (police)?" The officers would state the question as "How do early adolescents feel about me?" Being more personally involved, they were quicker to engage themselves in the search for answers.

As orientation, the officers were presented with the guidelines established by the National Conference in the summer of 1966. They listened to tapes of that conference that they deemed pertinent, paying particular attention to Mr. Cary Pace's description of the early adolescent. The Cincinnati attitude research was carefully examined and explained, and the progress of the teacher seminar was detailed.

It was agreed by all officers participating that there were certain values to be gained by including a unit on the early adolescent in the police training program. The length of the unit, it was felt, should be from six to ten hours, and the attainable objectives of the unit should be the following:

At the conclusion of this unit the police trainee should -

1. -- be able to state the importance of creating a favorable

police image in the mind of the early adolescent,

2. -- be able to identify certain psychological characteristics that make early adolescence a unique life-period,
3. -- be aware of certain physical changes taking place in early adolescence,
4. -- have corrected certain mistaken ideas (myths) that prevail concerning the early adolescent,
5. -- be acquainted with the major characteristics of the early adolescent sub-culture, its alien nature, its causes, and its consequences,
6. -- have knowledge of certain factors that enhance the image of the police officer in his general and specific contacts with early adolescents,
7. -- be able to point out how a favorable image contributes to his success as a police officer and to the success of the police department as a whole.

The seminar participants were determined that they would bring to bear on these objectives only those items of information and skill that they, as practicing professional law enforcement agents, felt vitally necessary to the task of prevention, detection, and apprehension. Common sense dictated that police recruits could not be made adolescent psychologists or sociologists in the time allowed for the unit; the psychology, physiology, and sociology of the adolescent would have to be trimmed of all excess fat, so that what remained was of vital importance to the police officer in the performance of his duty. These decisions being made, the officer-participants now set out to learn about the early adolescent themselves.

Available literature was examined, and two books were purchased. Hurlock's Adolescent Development, previously mentioned in this chapter, became the major text of the seminar. Later Berne's Games People Play (Grove Press) was ordered and read by all members of the group so that insight into the inter-relationships between people might be better understood. Motion pictures pertinent to the unit were viewed and reviewed. These pictures included the following titles: Age of Turmoil, Puberty, Youth and the Law, Policeman Day and Night.

Two consultants were invited to make presentations to the group. These were Dr. Worth Jones, University of Cincinnati Department of Special School Services, who is expert in the area of interview, and Dr. Eugene Cash, Cincinnati Board of Education Psychologist, who acted as consultant on early adolescent problems, especially as they relate to minority groups.

The proposed unit was outlined and divided among subgroups of seminar participants for research. The four major areas thus became:

1. Psychology and physical development of the early adolescent
2. Subculture of the early adolescent
3. The police image, as it evolves from police-juvenile contacts
4. Procedures for creating a favorable and successful police-juvenile relationship

Initial outlines submitted by the subgroups included the following:

PSYCHOLOGY AND PHYSICAL DEVELOPMENT

I. The nature of early adolescence

- A. How the psychologist sees it
- B. How the physiologist sees it
- C. What it means to the early adolescent himself
- D. Traditional beliefs of adults about adolescence (myths)
- E. How the practicing policeman should see it

II. How early adolescent attitudes are developed

- A. The parrotted attitudes of childhood
- B. Development of unique personality
- C. Influences (peer, adult, communications media)
- D. Dissonances, when fact and attitude are in conflict

III. The basic needs of adolescents

- A. Well-being
- B. Recognition
- C. Love
- D. Self-esteem
- E. Feeling of success

SUBCULTURE OF THE EARLY ADOLESCENT

I. The social triangle

- A. Home
- B. School
- C. Street

II. Influences of the home

- A. Protectiveness of parents
- B. Sibling rivalry
- C. Beginning of limited freedom

D. Social lag of parents

E. Home disintegrating factors

III. Influence of the school

A. Transitional nature of junior high school

B. Increased academic pressures

C. Discipline problems

D. Inter-relationships of pupils

1. In class

2. Out of class (extra-curricular activities)

IV. Influence of the street

A. The gang (good and bad)

B. Socio-economic differences (neighborhood variation)

C. Leadership and followership (what is valued in the street

POLICE-JUVENILE CONTACTS

I. General contacts

A. Games

B. Patrol

C. Traffic post

D. Under investigative conditions

E. Informative

F. Transitional services

II. Specific contacts

A. *Informant* contacts (juvenile is informant)

B. *Complainant* contacts (juvenile is complainant)

- C. Witness contacts (juvenile is witness)
- D. Inquiry contacts (juvenile makes inquiry)
- E. Suspect contacts (juvenile is suspect)

III. Values to be gained in contacts with juveniles

- A. Establishment and enhancement of police image
- B. Lay groundwork for future rapport
- C. Secure cooperation and assistance

SPECIAL PROCEDURES

I. Friendliness

II. Professionalism in manner and appearance

III. Employment of knowledge of basic psychology and sociology of the early adolescent

- A. Listen to him
- B. Know the signs of fear
- C. Be honest
- D. Treat him as an individual

The real difficulty, all participants agreed, was limiting the subject to a reasonable number of hours of instruction. Much of the material would have to be presented in straight lecture form, with emphasis provided by some pertinent audio-visual aids. For example, the lecture might contain the following information, with respect to police-juvenile contacts:

> Contacts between the police officer and the juvenile provide an opportunity for the police officer to display firsthand all the attributes that are desirable in a modern law enforcement officer. How he deals with the early adolescent can at times have more influence on the "image" of the policeman than how

> he deals with an adult. The adult usually has more understanding of the human frailties of policemen, while the adolescent will be judging the police officer to see how he measures up to a preconceived image.
>
> It must be impressed upon the officer that he, as an individual, helps to create the image of all policemen. He is looked upon as part of "them," the group of all police officers. For this reason the officer must conduct himself both in his official life and in his private life in a manner beyond reproach. This includes dress, speech, firmness, integrity, and all personal habits. The juvenile is observant and quick to criticize.[1]

How much the early adolescent sees and how he reacts to what he sees could be illustrated in the following manner:

1. Film could be made of various police activities
2. These film sequences could be shown to early adolescents for reaction
3. The film sequences and taped reactions could then be used to point up the message of the lecture

Such combinations of lecture and teaching aid (overhead projections, slide projection, motion picture, tape recording) were discussed thoroughly as the unit outline took shape. Final audio-visual selections for the experimental unit became -

1. Age of Turmoil (McGraw-Hill Films) 30 minutes
2. Overhead projection, "Attitudes of 1,000 Early Adolescents toward Police" (5 minutes of use)
3. Tape recording, "Interview with Early Adolescent on His Feelings toward Police" (2 minutes)
4. Various slides of early adolescents, showing variations in physique, appearance, etc.

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[1] Lieutenant Woodrow Breig, seminar presentation

5. Special Cincinnati Police Film, illustrating various police activities, with taped reactions to film of various early adolescents (approximately 20 minutes)

For purposes of flexibility in varying situations, it was decided that the police training unit should be presented in outline form, with each item of the outline representing a point that all participants felt especially important for the police officer to know. It was agreed also that the experimental unit in the Cincinnati Police Academy would be taught by the Project Director and one of the class participants (Policewoman Patricia Whalen).

The remainder of the seminar time was devoted to writing and rewriting the topic outline to be used by the instructors, making the police activities film in the field, and taping juvenile reactions to the film. Target date for the experimental program in the police academy was set for April 14, 1967.

It was planned that all officers would meet for a critique of the unit after it had been taught, and, with this provision, the curriculum development seminar for police officers came to an end, having fulfilled the terms of the original Cincinnati proposal.

The final versions of both the school curriculum manual and the police training manual make up Sections II and III of this document. Experimental use of these materials is discussed in the following chapter.

CHAPTER IV

EXPERIMENTAL PROGRAMS

> Stage 3: The Spring Experimental Programs. In late March, 1967, the curriculum units developed in the teacher seminar will be incorporated, on an experimental basis, in twelve Hamilton County public and parochial junior high school classes, four in grade seven, four in grade eight, and four in grade nine, involving approximately 500 pupils. Twelve matched classes, involving another 500 pupils, will be used as control groups. Both the experimental and the control groups will be measured on the Attitude-toward-Police Scale before the experimental program begins, and on an alternate version of the scale at the conclusion of the experimental program. The experimental units will be conducted by the twelve teachers who developed the materials and methods in Stage 2. ....The curriculum units developed in the police seminar will be incorporated in the Cincinnati Police Academy program in spring of 1967, on an experimental basis.
>
> University of Cincinnati Proposal to OLEA, 1966

April 3, 1967, was the target date decided upon for the establishment of twelve experimental curriculum units in the selected target schools in Cincinnati and Hamilton County, Ohio.

The Cincinnati Public Schools social studies supervisors now announced that the experimental program in their schools would be limited to two weeks duration. Although it was felt that this imposed severe restrictions upon the program, the Directors felt that there were some compensations to be gained: no one could guarantee that in a general acceptance of the units in any city they would be taught for the full six weeks for which they were designed. It was felt that two weeks would constitute a minimum time that could be allotted, with six weeks as a desirable maximum. Having two-week and six-week units in operation experimentally would enable the Directors to evaluate the feasibility of both programs. Consequently, the six Cincinnati junior high schools committed to the program adopted two-week units at the following grade levels:

Cutter Junior High School -- Grade Seven
Heinold Junior High School -- Grade Seven
Lyon Junior High School -- Grade Eight
Withrow Junior High School -- Grade Eight
Ach Junior High School -- Grade Nine
Sawyer Junior High School -- Grade Nine

The remaining six schools adopted six-week units at the following grade levels:

Greenhills Junior High School -- Grade Seven
Anderson Junior High School -- Grade Eight
Delhi School -- Grade Eight
Three Rivers Junior High -- Grade Eight
White Oak Junior High School -- Grade Eight
Roger Bacon High School -- Grade Nine

The total number of students involved in the experimental programs was as follows:

Grade Seven -- 228
Grade Eight -- 158
Grade Nine -- 151
Total 537

Because of absences and various other causes this total varied from 537 to 487 during the course of the pilot study. In general, the school population involved could be termed normal for the purposes of the study, encompassing a cross section of the metropolitan area. The control groups, matched within each school as to grade and ability level within that grade, numbered approximately 250 students. (The difference in numbers being caused by the fact that whereas some schools offered as many as four experimental classes, it was not thought necessary to provide an equal number of control groups; the criteria was that a control group be matched, not that it be equal in number to the experimental group.)

Under the direction of Mr. John Henderson, Research Assistant, all experimental and control groups were scaled by means of the Portune ATP-Scale. This scaling was accomplished during the week of March 24, 1967, and all completed scales were returned to the Research Assistant for scoring and tabulating.

Curriculum kits were prepared and delivered to all experimental schools. These kits included the following items:

Grade Seven

Teacher's Guide for THE WORLD OF RULES

Teacher's copy of Teenagers and the Law and Introduction to Law Enforcement

Handouts as specified in Teacher's Guide (These were provided in sufficient quantity for all students)

F.B.I. handouts

Cincinnati Police Academy Training Bulletin

Master tape: All audio recordings on the tape

Directions for ordering films and records

Directions for scheduling police officers as resource persons

Grade Eight

Teacher's Guide for THE WORLD OF GAMES

Teacher's copy of Teenagers and the Law, Introduction to Law Enforcement, and Catch Me if You Can

Student copies of Catch Me if You Can (one per student)

Handouts as specified in Teacher's Guide

F.B.I. handouts

Cincinnati Police Academy Training Bulletin

Master tape

Directions for ordering films and records

Directions for scheduling police officers as resource persons

Grade Nine

Teacher's Guide for THE WORLD OF LAWS

Teacher's copy of Teenagers and the Law and Introduction to Law Enforcement

Student copies of Teenagers and the Law (one copy for each two students)

Handouts as specified in Teacher's Guide

F.B.I. handouts

Master tape

Directions for ordering films and records

Directions for scheduling police officers as resource persons

The Project Office took the responsibility for delivering films and records when scheduled by the teachers.

Once the students were scaled it was left to the teacher's discretion when the actual teaching of the unit would begin. In most cases, the starting date was April 10, 1967. Following that date, all experimental schools established, taught, and completed the experimental units, utilizing the daily lesson plans, handout materials, supplementary reading materials, tapes, and movies specified in the Teacher's Guide at each level. It was agreed that the short-term units (two-week) would include all films, tapes, and the school visit by a resource officer. In addition, the short-term units utilized the supplementary reading materials and the class project. Long-term units (six-week) used the entire program as laid out in detail in the Teacher's Guide.

During the months of April and May, 1967, all units were taught without any unforeseen problems in all experimental schools. Motion pictures and tapes were delivered on the schedule indicated below:

DATE	SCHOOL	ITEM
April 13, 1967	Anderson Junior High	Oscar Robertson Tape
April 14, 1967	Anderson Junior High	U.C. Basketball Game
	Three Rivers Junior High	Oscar Robertson Tape
April 17, 1967	Three Rivers Junior High	U.C. Basketball Game
	White Oak Junior High	Oscar Robertson Tape
	Withrow Junior High	Oscar Robertson Tape
April 18, 1967	Heinold Junior High	Profile in Blue
	White Oak Junior High	U.C. Basketball Game

DATE	SCHOOL	ITEM
April 19, 1967	Roger Bacon High School	Profile in Blue
	Withrow Junior High	U.C. Basketball Game
April 20, 1967	Heinold Junior High	Visit by Resource Officer
	Withrow Junior High	Policeman Day and Night
April 21, 1967	Ach Junior High	Profile in Blue
	Anderson Junior High	Policeman Day and Night
	Lyon Junior High	Oscar Robertson Tape
April 24, 1967	Lyon Junior High	U.C. Basketball Game
	Three Rivers Junior High	Policeman Day and Night
April 25, 1967	Ach Junior High	Visit by Resource Officer
	White Oak Junior High	Policeman Day and Night
	Withrow Junior High	Profile in Blue
April 26, 1967	Lyon Junior High	Policeman Day and Night
	Withrow Junior High	Bob Newhart Tape
April 27, 1967	Anderson Junior High	Profile in Blue
	Roger Bacon High	Visit by Resource Officer
	Withrow Junior High	Visit by Resource Officer
April 28, 1967	Three Rivers Junior High	Profile in Blue
May 1, 1967	Lyon Junior High	Police calls Tape
	White Oak Junior High	Profile in Blue
May 2, 1967	Anderson Junior High	Bob Newhart Tape
	Lyon Junior High	Policeman Day and Night
	Lyon Junior High	Profile in Blue
May 3, 1967	Sawyer Junior High	Profile in Blue
	Three Rivers Junior High	Bob Newhart Tape
May 4, 1967	Anderson Junior High	Visit by Resource Officer
	Sawyer Junior High	Qualifications for Police Training
	White Oak Junior High	Bob Newhart Tape
May 5, 1967	Three Rivers Junior High	Visit by Resource Officer
May 8, 1967	Greenhills Junior High	Bill Cosby Tape
	Sawyer Junior High	Visit by Resource Officer
	White Oak Junior High	Visit by Resource Officer

DATE	SCHOOL	ITEM
May 10, 1967	Cutter Junior High	Visit by Resource Officer
May 11, 1967	Cutter Junior High	Police Calls Tape
May 12, 1967	Cutter Junior High Greenhills Junior High	Profile in Blue Policeman Day and Night
May 15, 1967	Anderson Junior High	Police Calls Tape
May 16, 1967	Delhi Hills School Three Rivers Junior High	Policeman Day and Night Police Calls Tape
May 17, 1967	Anderson Junior High White Oak Junior High	Every Hour Every Day Police Calls Tape
May 18, 1967	Three Rivers Junior High	Every Hour Every Day
May 19, 1967	White Oak Junior High	Every Hour Every Day
May 23, 1967	Delhi Hills School	Profile in Blue
May 24, 1967	Greenhills Junior High	Visit by Resource Officer
May 25, 1967	Greenhills Junior High	Police Calls Tape
May 29, 1967	Greenhills Junior High	Profile in Blue

Two weeks after the completion of all units, student experimental subjects and control subjects were post-scaled by means of the Portune ATP-Scale. An alternate version of the scale was not used for this post-scaling on the advice of Dr. Lester Guest, who felt such a change unnecessary.

A final seminar session was held on June 7, 1967, attended by all experimental phase teachers. During this seminar certain slight modifications were suggested, experiences were shared, and general satisfaction with the curriculum units was expressed. The following excerpts indicate the general feelings expressed during this final critique:

> (On role playing situations) They really enjoy this business of getting in and acting out what they normally do.

> (On the Robertson tape) They were very enthusiastic when I told them it was Oscar Robertson. But the tape dragged out too long. It could have been cut to five minutes.
>
> (On visits by police officers) The most influential part of the unit....The biggest single thing....The students wanted the officer to come back....One of the most effective things we did....They were most appreciative.
>
> (On listening to police calls) Someone should interpret them --what the various signals mean....We don't realize how hard the calls are to understand until we see the students' reactions.
>
> (On field trips) We had a chance to visit a nearby police station. Youngsters at this age are quite impressed by the equipment and facilities. I think they got a lot out of the visit.
>
> (On text materials) I didn't feel any pressing need for more at the seventh grade level. There were enough activities to keep us busy....They liked the novel very much....I think all of the reactions to the novel were favorable....Teenagers and the Law was a real highlight to the ninth grade program.
>
> (On projects) We got a figure--a manikin--from the Fraternal Order of Police and dressed it in a police uniform and put it in the classroom....They devised a project for the public address system....We prepared a full-scale display for the three display boards in our front hall....One group I had decided they wanted to make safety posters, featuring policemen....
>
> (On other activities) They liked the games, and they arrived at the concepts very quickly....My group wanted to keep inventing new games....It was a different kind of unit; I asked them if they would like more units like this in school --six of them said no, but one hundred nineteen of them said they would!

The teachers of the short-term units, in general, felt that the time was insufficient to accomplish all that they wished to accomplish, while the long-term teachers were quite satisfied with six weeks. Most teachers felt that the units had been instrumental in bringing about new understandings on the part of the students. Enthusiasm for a continuation of the units was general, and it was indicated that several of the school districts were already planning to extend the use of the materials, if they would be made available to the schools.

At approximately the same time the school units were being put into operation, the police training unit was introduced into the curriculum of the Cincinnati Police Academy.

Film sequences for this unit had now been made in Districts Three and Two of the City of Cincinnati. These illustrated the following sequences:

1. Directing traffic at a school crosswalk
2. Approaching patrol car, containing stern, unsmiling officer
3. Approaching patrol car, containing friendly officer
4. Officer entering and leaving patrol car, carrying nightstick
5. Officer and citizen: officer's coat unbuttoned and hat tilted
6. Officer and citizen: officer's coat buttoned and hat squared
7. Officer walking patrol -
    a. Trying doors
    b. Talking to children
    c. Tagging parked car
8. Officer at home with own children
9. Officer making forcible arrest
10. Officer directing traffic on downtown street

These sequences were shown to junior high school students in the Cincinnati Public Schools. Remarks of these students were recorded as they discussed individual sequences.

The following curriculum kit was now assembled for the police training unit:

1. Instructor's copy of Adolescent Development and Games People Play
2. Overhead projector transparencies: Graphs of 1,000 early adolescent attitudes toward police
3. Handouts of the Portune ATP-Scale for all recruits
4. Handouts of "Do's" and "Don't's" in handling early adolescents
5. Tape: Interview with early adolescent
6. Film: Age of Turmoil
7. Film: Cincinnati Police Activities
8. Taped student reactions to Cincinnati film
9. Instructor's Guide

During the week of April 10, 1967, approximately 58 police recruits received the instruction outlined in the Instructor's Guide. Instructors for this experimental unit were Dr. Robert Portune and Policewoman Patricia Whalen. A four-hour unit was taught at this time (to be repeated in July and October). Overhead projection, film, film slide, and tape were used as aids during the instruction. The Project Director taught for two hours on the topics of "Early Adolescent Attitudes" and "The Early Adolescent Subculture." Miss Whalen presented the topics, "The Psychology and Physiology of the Early Adolescent" and "Special Police Procedures with the Early Adolescent." A test was prepared by the instructors and was administered as part of the standard evaluation of the police recruits.

There was no scientific method of measuring whether or not the unit brought about any immediate change in attitude of the police recruits, with respect to early adolescents, because no such measuring instrument now exists. The assessment of the Academy supervisors was that the unit was successful, if the responses of the recruits on their examination is an indication of success.

In fulfilling the terms of the University of Cincinnati proposal, those involved in the Cincinnati Project were able to show that the curriculum units designed and developed within the guidelines set down by the National Conference were practical, meaningful, and extremely teachable. It was demonstrated that the school units did have an immediate positive effect upon the attitude scale scores of the subjects who received instruction, while the control subjects either did not have significant alteration in scores or had significant negative change.

In terms of what was done in the experimental classes, both curriculum guides speak for themselves in detail. The school unit, entitled Law and Law Enforcement provides a day-by-day, step-by-step blueprint that can be followed by any junior high school social studies teacher who will take the time to orient himself to the Content required for each day's lesson. The police unit, entitled "The Nature of the Early Adolescent" is a workable outline for a training instructor, equipped with the curriculum kit described in this chapter, to follow. Both guides, as designed and modified, are for practical use, requiring a minimum of special materials. Both can be considered successful examples of curriculum design and development.

CHAPTER V

STATISTICAL DATA

> Stage 6: The Continuing Attitude Study....It is proposed that this study be continued by a research team composed of a full-time graduate student in the College of Education, working under the project directors....It would be the responsibility of this team to provide the seminars and supervisors of the experimental program with a continuing stream of information and data for interpretation and action. This team would administer the pre-tests and post-tests used in evaluating the experimental programs.... The resourses of the University of Cincinnati Computer Center and the Hamilton County Data Processing Center would be utilized by the team during the course of the project.
>
> University of Cincinnati Proposal to OLEA, 1966

The Portune Attitude-toward-Police Scale is composed of twenty simple statements of opinion. It was developed in 1965 by standard Thurstone-Chave methods, using one hundred five original statements and one hundred judges, and its norms were derived from 1000 junior high school students. The reliability coefficient of this scale is .90, making it satisfactory for use with groups such as those involved in the Cincinnati Project.

Students respond to the Portune ATP-Scale by circling one of five letters, indicating intensity of feeling concerning a particular item. These items are then scored according to the favorability of response. That is, agreement of a subject with a favorable item is scored high, as is disagreement with an unfavorable item. Thus a subject who circles SA (Strongly Agree) in response to a favorable item receives a score of 4 points. An A (Agree) on this item is given 3 points. If U (Uncertain) is circled the subject receives 2 points. D (Disagree) earns 1 point on this item, and SD (Strongly Disagree) brings 0 points. Scoring is reversed when the item itself is unfavorable. i.e. A subject who circles SD on such an item receives a score of 4 points.

The scoring system, therefore, allows for a possible scoring of 80 points for the person who responds most favorably toward the psychological object (the law enforcement officer) on all twenty items. The subject who responds most negatively on all twenty items receives a score of 0. Various combinations of SA, A, U, D, and SD produce scores somewhere between 0 and 80, and these scores reflect varying attitudes toward law enforcement officers.

The pre-scaling and post-scaling of the subjects engaged in the Cincinnati Police-Juvenile Attitude Project were conducted by Mr. John Henderson, the Project Research Assistant. As has been indicated in the preceeding chapter, between the pre-scaling and the post-scaling, the control subjects received no such instruction. It was hypothesized that the instruction would have a significant effect upon the attitude scale scores of the experimental group and that this significance would be accented by the results obtained by the control group.

In addition to the measurement of attitude change, other use was made of the scale scores secured during this project. All pre-scale results were combined with the results of the 1965 study to obtain a base of approximately 2000 subjects from which certain norms may be secured.

To accomplish the statistical analysis desired individual item responses and total scores of each student on the Portune-ATP Scale were placed in data processing cards. Matched cards were used to record pre- and post-scaling responses, a master information card on each student was punched, and three programs were prepared for computerization of all data.

The first program consisted of Barlett's Test for Homogeneity of Variance, and F-test, and t-tests to isolate significant differences in subgroup means. This program was applied to the combined results of the 1965 group and the scaled project group. This combination provides a normative group of 1998 early adolescents from both city and suburban areas. A summation of pertinent information appears in Table I. Here the students are divided by race and sex, the number in each subgroup is provided, and subgroup means are listed. The t-test results for differences between means and the level of significance are shown as the various subgroups are compared horizontally. The level of significance is an indication of the probability of a difference between pairs of means occurring by chance alone. At the 5% level, therefore, the given difference in means would occur in only 5 out of 100 cases by chance alone. At the 1% level the given difference would occur in only 1 of 100 cases. Social Scientists are generally agreed that the 5% level of significance represents a "true" difference, as opposed to differences that occur by sampling only. Even more confidence may be placed in the results that produce significance at the 1% level.

Table I presents data which indicate that among early adolescents white girls have the most favorable attitudes toward police. White boys, Negro girls, and Negro boys follow in that order. The differences in means are large enough that we can assume that they did not happen by chance alone in more than 1 out of 100 cases.

Table II presents comparable data for the 1967 study alone, showing subgroup race-and-sex means being compared for those students who participated in the Cincinnati Police-Juvenile Attitude Project. No changes in the relative positions of the subgroups were observable, although the means tend to be slightly higher than in the total normative group. This slight increase is possibly due to the inclusion of a large number of suburban students in the 1967 project.

Table III presents data concerning the experimental and control groups. This information is used in determining the effectiveness of the project

TABLE I

Mean scores, by race and sex, made by 1,998 early adolescents on both the 1965 and the 1967 pre-test administrations of the ATP-Scale.

Group	N	Mean	Group	N	Mean	T
Negro Boys	303	48.67	Negro Girls	305	54.05	5.34**
Negro Boys	303	48.67	White Boys	796	56.23	8.72**
Negro Boys	303	48.67	White Girls	594	59.68	12.68**
Negro Girls	305	54.05	White Boys	796	56.23	2.61**
Negro Girls	305	54.05	White Girls	594	59.68	6.80**
White Boys	796	56.23	White Girls	594	59.68	5.14**

* Significant at the 5% level
** Significant at the 1% level

TABLE II

Mean scores, by race and sex, on the 1967 pre-test administration of the ATP-Scale.

Group	N	Mean	Group	N	Mean	T
Negro Boys	122	51.11	Negro Girls	125	55.09	2.77**
Negro Boys	122	51.11	White Boys	467	57.70	5.40**
Negro Boys	122	51.11	White Girls	321	60.02	7.27**
Negro Girls	125	55.09	White Boys	467	57.70	2.22*
Negro Girls	125	55.09	White Girls	321	60.02	4.24**
White Boys	467	57.70	White Girls	321	60.02	2.75**

* Significant at the 5% level
** Significant at the 1% level

TABLE III

Mean scores, by race and sex, of experimental and control groups on the ATP-Scale in pre- and post-test administrations.

Group	N	Pre-test Mean	Post-Test Mean	Gain	T
Negro Boys, Experimental	54	53.31	53.96	+ .65	.26
Negro Girls, Experimental	55	53.89	55.40	+ 1.53	.89
White Boys, Experimental	233	57.55	60.34	+ 2.79	2.66**
White Girls, Experimental	144	58.19	63.46	+ 5.27	3.76**
Negro Boys, Control	47	49.96	47.57	- 2.39	.95
Negro Girls, Control	54	56.56	54.44	- 2.12	.84
White Boys, Control	186	58.58	58.89	+ .31	.24
White Girls, Control	146	61.38	59.99	- 1.39	1.06

* Significant at the 5% level
** Significant at the 1% level

TABLE IV

Mean scores, by grade level, of experimental and control groups on the ATP-Scale in pre- and post-test administrations.

Group	N	Pre-test Mean	Post-test Mean	Gain	T
Grade 7 - Experimental	203	58.38	59.30	+ .92	.72
Grade 8 - Experimental	143	53.76	60.20	+ 6.44	4.90**
Grade 9 - Experimental	139	57.48	60.68	+ 3.20	2.63**
Grade 7 - Control	201	60.30	60.23	- .07	.05
Grade 8 - Control	147	57.18	54.56	- 2.62	1.78*
Grade 9 - Control	85	55.68	56.02	+ .34	.17

* Significant at the 5% level
** Significant at the 1% level

curriculum units in changing attitudes of early adolescents. Students in the experimental group were taught the curriculum units; those in control groups were not. Since the curruculum units were the primary factor that was not the same for both groups, it is assumed that differences in the amount and kind of attitude change can be attributed to the units.

Although the first program revealed no significant differences in pre- and post-test means of Negro students, it did reveal that the means of experimental groups were rising as the means of control groups were falling. Since no test is provided in this first program to see if the differences between the means of control and experimental groups are significant, further analysis was made by means of the program illustrated by Table VI later in this chapter.

Significant improvement in the attitude scale scores of white students can be read from Table III. These changes proved to be significant at the 1% level of confidence for both boys and girls, when these students are in the experimental group. No significant changes occur in the control groups.

Table IV and V show the effectiveness of the various curriculum units at different grade levels in the junior high school. As has previously been pointed out in this report, some experimental groups were taught a condensed two week curriculum unit white others received a full six weeks of instruction. In Table IV both two week and six week units are combined to produce the results shown, so that comparison is made of pre- and post-scale results for all students at a particular grade level. When this is done no significant difference can be noted in Grade 7. The experimental group in Grade 9 shows a significant gain in a favorable direction, while the control group does not change. In Grade 8 the experimental group makes a significant favorable gain at the same time the control group shows a significant unfavorable change. The spread between the Grade 8 experimental

TABLE V

Mean scores, by grade levels and by length of instructional unit, on the ATP-Scale in pre- and post-test administrations.

Experimental Group	N	Pre-test Mean	Post-test Mean	Gain	T
Grade 7 (2 weeks)	70	53.46	49.63	- 3.83	1.83*
Grade 7 (6 weeks)	133	60.98	64.31	+ 3.33	2.42**
Grade 8 (2 weeks)	44	56.02	61.64	+ 5.62	2.40**
Grade 8 (6 weeks)	99	52.76	59.56	+ 6.80	4.30**
Grade 9 (2 weeks)	35	53.11	56.86	+ 3.75	1.60
Grade 9 (6 weeks)	104	58.95	61.97	+ 3.02	2.20*

* Significant at the 5% level
** Significant at the 1% level

TABLE VI

Percentage of pupils whose scores changed from pre- to post-test administrations of the ATP-Scale and the direction of such changes, by race and sex.

Group	N	Higher ATP Score	Same ATP Score	Lower ATP Score	X^2
Experimental					
Negro Boys	54	58	2	40	**
Negro Girls	55	55	4	41	*
White Boys	224	62	7	31	*
White Girls	143	75	6	19	**
Control					
Negro Boys	47	36	8	54	
Negro Girls	54	43	9	48	
White Boys	186	48	7	45	
White Girls	148	44	2	54	

* Significant at the 5% level
** Significant at the 1% level

and control groups (difference between gain and loss) is an impressive statistic and indicates the greatest success occurring at Grade 8.

Table V presents data that are useful in analyzing the effectiveness of two week versus six week curriculum units at the various grade levels. The means of the control groups are not included, since they are the same as those presented in Table IV.

The means of the pre- and post-scaling scores at the seventh grade level (TableV) show an interesting contrast. The six week unit results in a significant improvement in attitude, while the two week unit brings about a significant worsening of attitude. It is the conclusion of those engaged in the project that the seventh grade two week unit does no more than raise serious questions in the minds of students, questions that are not resolved before the unit comes to its very quick end. That this does not occur in the six week unit is evidenced by the fact that significant favorable change does occur if the unit is allowed to run its entire course.

Table V shows that the ninth grade units both produce favorable changes, although only the six week unit produces a significantly favorable change. In Grade 8 both the six week and the two week units bring about significantly favorable changes in attitude. Teachers of these units have indicated that the junior novel, Catch Me if You Can, was used in both units, and that it proved so popular with the students that it may have had enough impact to offset the limited instruction of a two week unit. In addition, the games that were a vital part of both the six week and two week eighth grade units were probably a real contributing factor to the results.

It is clear in both Tables IV and V that the instructional units have brought about changes in the students exposed to them, and it may be concluded that the teaching of a six week unit at any of the three grade levels will bring about significant differences in pre- and post-test scale scores, indicating that the units are successful in producing the results for which they were designed.

In comparing means, however, there is a possibility that a change in mean scores may occur because of a few extreme changes within the group, rather than because of a general raising or lowering of the scores of many individuals across the full range of the sample. Table VI presents data which indicate that the shift in means was the result of a general improvement throughout the experimental groups rather than extreme changes in a few scores.

The material for Tables VI and VII was prepared by comparing the pre- and post-scale. Chi-square was then used to test the significance of any differences that might be evident between the experimental and control groups.

Although, as has been pointed out, Table III did not indicate a significant change in the means of Negro students in the experimental group, it can be seen in Table VI that a significantly large percentage of Negro students did improve their attitude scale scores. This indicates that the curriculum units were effective in bringing about a general, if modest, improvement in the attitudes of Negro students toward police. This percentage of improvement proves to be at the 5% level of confidence for Negro girls and the 1% level for Negro boys.

In the experimental groups the majority of white students scored higher on the post-scale, indicating a general shifting of attitude in a more favorable direction. The percentage of change (75%) of white girls in the experimental group is particularly interesting in light of the shift in the opposite direction of the white girls in the control group.

Table VI makes clear that the experimental students were making significant general changes in a favorable direction, while the control groups were not changing significantly.

TABLE VII

Percentage of pupils whose scores changed from pre- to post-test administrations of the ATP-Scale and the direction of such change, by grade level and by length of instructional unit.

Group	N	Higher ATP Score	Same ATP Score	Lower ATP Score	X^2
Experimental					
Grade 7 (2 weeks)	71	34	4	62	**
Grade 7 (6 weeks)	134	65	7	28	**
Grade 8 (2 weeks)	44	70	1	29	**
Grade 8 (6 weeks)	99	81	8	11	**
Grade 9 (2 weeks)	35	74	0	26	**
Grade 9 (6 weeks)	104	58	7	35	*
Control					
Grade 7	198	49	7	44	
Grade 8	149	40	4	56	
Grade 9	85	44	11	45	

* Significant at the 5% level
** Significant at the 1% level

Table VII presents similar data by grade level and length of instruction. The drop in mean attitude scale scores for the seventh grade students who received only two weeks of instruction is again evident here (of Table V). This change seems to have occurred in general throughout the group, with 62% of the students making lower scores after the short term instruction. The reverse is true, as can be seen in Table VII, for all other subgroups in the experimental program, with the largest percentage of change occurring in the Grade 8 six week units, where 81% of the students improved their scores after instruction.

Again, it can be seen in Table VII that the six week units produce the results for which they were designed, while condensing the units to two weeks is effective at both the eighth and ninth grade levels.

A third statistical program run on the data available from the Portune ATP-Scale consisted of an item by item analysis of the percentage of students responding at each level of intensity. In this program the various subgroups were compared for their responses of SA, A, U, D and SD. The Tables labeled VIII, Items 1 through 20, show the results of this tabulation.

In order to interpret the favorability of a response it is necessary to know the direction of favorability indicated by SA (Strongly Agree) and SD (Strongly Disagree). This information is presented at the top of each table.

The tables are arranged to show comparisons by race and sex, as well as by two-week and six-week units at each grade level. Shifts in responses to any item may be analyzed by studying the percentages listed for pre- and post-scaling. It is generally not expected that students will change their responses from intense unfavorability to intense favorability, a change from unfavorability to uncertainty would appear to be a more reasonable expectation of shift, as would a change from uncertainty to some favorability. The various items analyzed in Table VIII provide evidence that the desired, but gradual shifts do take place in practically every subgroup, giving reason to predict that the continuation of the units from Grade 7 through Grade 9 will increase both the student's knowledge of law and law enforcement and his respect for and appreciation of the police officer.

In this program, as in the other two, it is clear that the use of the curriculum units does bring about changes in response that are too consistent to be due to chance alone.

TABLE VIII

Pre-test and post-test responses, by percentage of experimental groups to the ATP-Scale.

Statement No. 1: POLICE KEEP THE CITY GOOD.

SA is favorable

Group	SD		D		U		A		SA		N
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Negro Boys	6	4	8	12	23	12	48	53	15	19	57
Negro Girls	11	0	20	13	27	28	31	46	11	13	54
White Boys	2	0	9	6	15	8	61	58	13	28	248
White Girls	2	1	12	7	24	15	52	54	10	23	147
Grade 7 (2 weeks)	5	3	13	15	29	28	35	38	17	17	72
Grade 7 (6 weeks)	3	1	8	4	18	8	60	60	10	27	135
Grade 8 (2 weeks)	2	2	8	7	25	11	56	55	8	25	44
Grade 8 (6 weeks)	4	0	19	12	25	15	43	59	9	14	99
Grade 9 (2 weeks)	14	0	11	6	18	18	45	56	11	21	34
Grade 9 (6 weeks)	1	0	6	5	10	5	65	53	18	37	103

Statement No. 2: POLICE ACCUSE YOU OF THINGS YOU DIDN'T DO.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	15	11	12	26	35	23	20	30	17	11
Negro Girls	25	7	19	31	30	30	14	24	13	7
White Boys	16	22	36	33	21	24	19	14	7	8
White Girls	18	26	34	39	29	24	15	9	4	3
Grade 7 (2 weeks)	18	7	20	26	32	28	18	24	12	15
Grade 7 (6 weeks)	16	35	36	31	28	23	16	7	3	4
Grade 8 (2 weeks)	27	9	23	39	23	27	17	20	10	5
Grade 8 (6 weeks)	15	17	31	30	25	32	18	16	10	4
Grade 9 (2 weeks)	23	15	11	29	34	21	18	26	14	9
Grade 9 (6 weeks)	17	22	40	45	18	17	18	11	7	6

Statement No. 3: THE POLICE ARE STUPID.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	37	39	31	40	15	14	9	2	8	5
Negro Girls	39	31	44	44	16	17	0	4	2	4
White Boys	46	52	38	31	9	10	4	3	1	4
White Girls	53	55	31	34	9	7	4	2	3	1
Grade 7 (2 weeks)	45	28	38	36	9	25	5	3	4	8
Grade 7 (6 weeks)	58	56	28	33	9	4	3	1	2	4
Grade 8 (2 weeks)	38	61	38	32	21	5	4	2	0	0
Grade 8 (6 weeks)	37	45	37	37	12	13	10	3	4	1
Grade 9 (2 weeks)	34	26	41	53	16	15	0	0	9	6
Grade 9 (6 weeks)	53	63	38	28	7	5	1	2	0	2

Statement No. 4: POLICE PROTECT US FROM HARM.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	3	7	8	5	15	11	40	53	34	25
Negro Girls	0	2	9	7	20	6	42	63	28	22
White Boys	1	1	9	4	13	8	53	50	24	37
White Girls	2	1	6	3	14	7	46	50	32	39
Grade 7 (2 weeks)	1	1	4	8	17	13	38	58	40	19
Grade 7 (6 weeks)	1	2	8	4	12	3	45	47	35	44
Grade 8 (2 weeks)	2	2	8	0	17	0	46	59	27	39
Grade 8 (6 weeks)	4	1	13	6	17	15	51	47	15	30
Grade 9 (2 weeks)	2	6	7	6	18	6	50	56	23	26
Grade 9 (6 weeks)	1	1	8	3	9	8	55	50	26	39

Statement No. 5: THE POLICE REALLY TRY TO HELP YOU WHEN YOU'RE IN TROUBLE.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	9	2	6	5	17	7	34	53	34	33
Negro Girls	0	0	3	2	11	6	36	56	50	37
White Boys	2	2	5	2	12	12	42	42	40	42
White Girls	2	1	6	1	14	8	40	39	37	50
Grade 7 (2 weeks)	5	7	1	4	12	11	35	49	46	29
Grade 7 (6 weeks)	3	1	2	1	9	6	32	33	54	59
Grade 8 (2 weeks)	2	2	8	0	17	7	40	43	33	48
Grade 8 (6 weeks)	1	0	8	2	18	18	48	40	25	39
Grade 9 (2 weeks)	7	0	7	0	11	6	43	59	32	35
Grade 9 (6 weeks)	2	0	7	3	14	7	39	51	38	39

Statement No. 6: THE POLICE ARE MEAN.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	14	18	34	26	35	40	12	11	5	5
Negro Girls	16	9	38	46	33	41	13	4	2	0
White Boys	25	26	43	46	20	19	7	7	5	2
White Girls	34	35	40	46	16	17	6	1	4	1
Grade 7 (2 weeks)	13	13	32	28	34	42	13	11	7	7
Grade 7 (6 weeks)	42	35	32	42	18	15	3	6	5	2
Grade 8 (2 weeks)	19	23	48	55	17	18	15	5	2	0
Grade 8 (6 weeks)	20	28	45	43	21	25	8	3	5	0
Grade 9 (2 weeks)	18	15	30	44	41	38	11	3	0	0
Grade 9 (6 weeks)	21	27	50	50	17	20	7	3	4	0

Statement No. 7: THE POLICE OFFER YOU MONEY TO TELL ON OTHER KIDS.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	40	42	31	30	20	16	6	9	3	4
Negro Girls	50	39	27	30	19	30	2	2	3	0
White Boys	67	58	20	25	9	11	2	2	1	3
White Girls	65	61	19	27	14	11	1	0	1	1
Grade 7 (2 weeks)	50	38	26	25	17	25	5	6	2	7
Grade 7 (6 weeks)	74	63	13	24	11	9	0	1	2	3
Grade 8 (2 weeks)	65	48	21	39	13	14	2	0	0	0
Grade 8 (6 weeks)	55	56	25	26	15	17	3	0	1	1
Grade 9 (2 weeks)	34	38	32	32	23	24	5	6	7	0
Grade 9 (6 weeks)	69	65	22	24	7	7	1	3	0	1

Statement No. 8: POLICE USE CLUBS ON PEOPLE FOR NO REASON AT ALL.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	40	37	20	25	20	21	15	9	5	9
Negro Girls	38	35	33	35	17	26	6	2	4	2
White Boys	63	55	26	33	7	9	3	1	1	2
White Girls	66	62	21	27	9	8	2	2	2	1
Grade 7 (2 weeks)	48	35	29	31	15	25	5	4	4	6
Grade 7 (6 weeks)	69	65	21	26	5	5	2	2	3	1
Grade 8 (2 weeks)	50	61	31	30	8	7	8	2	2	0
Grade 8 (6 weeks)	55	49	23	33	15	14	6	1	1	2
Grade 9 (2 weeks)	39	26	18	35	23	29	11	6	9	3
Grade 9 (6 weeks)	64	56	28	36	6	5	2	2	0	1

Statement No. 9: THE POLICE KEEP LAW AND ORDER.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	5	4	11	9	22	11	34	56	29	21
Negro Girls	3	0	14	7	28	19	34	50	20	24
White Boys	2	2	9	3	10	10	50	49	29	35
White Girls	4	1	10	5	22	8	43	50	21	35
Grade 7 (2 weeks)	5	8	12	11	22	22	29	38	32	21
Grade 7 (6 weeks)	3	1	9	4	17	8	43	48	27	39
Grade 8 (2 weeks)	4	0	10	9	19	9	44	53	23	28
Grade 8 (6 weeks)	4	0	14	6	22	8	48	58	13	28
Grade 9 (2 weeks)	5	3	11	3	27	3	39	68	18	24
Grade 9 (6 weeks)	1	1	6	1	6	10	50	49	38	40

Statement No. 10: WITHOUT POLICEMEN THERE WOULD BE CRIME EVERYWHERE.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	6	4	5	2	3	2	26	26	60	67
Negro Girls	2	0	3	6	13	9	28	35	55	50
White Boys	2	2	6	3	8	7	23	25	61	63
White Girls	4	1	7	2	15	7	28	37	47	52
Grade 7 (2 weeks)	1	3	2	3	13	8	22	36	61	50
Grade 7 (6 weeks)	2	2	4	3	9	5	26	31	59	59
Grade 8 (2 weeks)	8	0	8	2	10	2	19	20	54	66
Grade 8 (6 weeks)	4	2	11	3	13	8	23	30	50	57
Grade 9 (2 weeks)	5	0	0	3	5	12	30	24	61	62
Grade 9 (6 weeks)	3	1	7	1	8	9	26	25	56	64

Statement No. 11: YOU CAN RELY ON THE POLICE IN TIMES OF DISTRESS.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	8	7	20	12	25	26	37	42	11	12
Negro Girls	9	4	19	9	28	20	27	50	17	17
White Boys	4	4	13	5	18	16	48	49	16	27
White Girls	4	1	9	5	19	18	39	42	29	33
Grade 7 (2 weeks)	4	17	22	13	24	22	39	40	11	8
Grade 7 (6 weeks)	3	1	7	1	16	18	45	43	30	37
Grade 8 (2 weeks)	6	0	19	11	23	18	35	48	17	23
Grade 8 (6 weeks)	9	0	12	7	29	20	36	46	14	26
Grade 9 (2 weeks)	14	3	11	6	20	18	27	47	27	26
Grade 9 (6 weeks)	4	2	14	6	15	13	50	53	17	26

Statement No. 12: POLICEMEN ARE DEDICATED MEN.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	5	4	5	0	25	23	34	49	32	25
Negro Girls	3	4	3	6	23	19	34	39	36	33
White Boys	1	1	4	4	18	16	51	43	26	36
White Girls	1	1	6	1	23	11	42	46	29	41
Grade 7 (2 weeks)	5	6	5	1	23	38	37	42	30	14
Grade 7 (6 weeks)	1	1	2	4	21	10	40	39	35	46
Grade 8 (2 weeks)	0	2	6	0	17	14	48	39	29	45
Grade 8 (6 weeks)	2	2	9	1	26	13	47	54	15	30
Grade 9 (2 weeks)	2	0	0	6	23	9	36	53	39	32
Grade 9 (6 weeks)	1	0	4	5	17	12	52	42	26	42

Statement No. 13: POLICE TRY TO ACT BIG SHOT.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	17	14	32	39	22	19	17	18	12	11
Negro Girls	19	9	27	35	22	43	20	9	13	4
White Boys	15	20	47	50	16	16	12	8	9	6
White Girls	27	30	38	46	19	17	8	6	8	1
Grade 7 (2 weeks)	21	10	27	28	21	31	15	21	17	11
Grade 7 (6 weeks)	27	31	44	44	16	16	5	4	7	4
Grade 8 (2 weeks)	19	23	38	57	13	11	19	2	13	7
Grade 8 (6 weeks)	16	19	37	45	21	24	14	9	12	2
Grade 9 (2 weeks)	18	18	30	32	18	32	25	15	9	3
Grade 9 (6 weeks)	11	18	53	61	18	11	12	6	6	4

Statement No. 14: THE POLICE ARE ALWAYS MAD AT KIDS.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	17	14	49	46	22	25	5	11	8	5
Negro Girls	22	19	48	56	20	26	6	0	3	0
White Boys	27	27	46	49	17	17	6	4	3	3
White Girls	30	31	48	52	12	11	6	4	4	2
Grade 7 (2 weeks)	23	17	50	47	17	21	1	8	9	7
Grade 7 (6 weeks)	39	36	43	46	10	13	3	3	4	1
Grade 8 (2 weeks)	27	18	48	66	15	11	10	5	0	0
Grade 8 (6 weeks)	18	19	47	53	21	19	8	5	5	4
Grade 9 (2 weeks)	11	21	45	47	30	26	11	6	2	0
Grade 9 (6 weeks)	24	31	51	51	16	13	7	3	1	2

Statement No. 15: POLICE HELP ME TO HELP MYSELF.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	6	5	11	12	37	19	34	54	12	9
Negro Girls	3	0	11	9	27	15	34	65	25	11
White Boys	5	4	10	5	24	24	44	45	17	22
White Girls	6	2	9	6	27	17	39	47	19	28
Grade 7 (2 weeks)	7	10	11	10	26	21	34	51	22	8
Grade 7 (6 weeks)	6	3	6	5	22	18	37	39	29	35
Grade 8 (2 weeks)	6	0	10	5	27	18	33	57	23	20
Grade 8 (6 weeks)	5	3	17	9	34	25	37	45	6	17
Grade 9 (2 weeks)	2	0	7	12	41	12	36	62	14	15
Grade 9 (6 weeks)	4	1	7	2	24	24	50	54	14	18

Statement No. 16: POLICE REPRESENT TROUBLE INSTEAD OF HELP.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	40	33	37	35	15	14	6	11	2	7
Negro Girls	28	31	45	44	20	24	3	0	3	0
White Boys	40	43	42	39	9	12	6	4	2	2
White Girls	52	52	34	38	7	7	6	3	1	1
Grade 7 (2 weeks)	39	26	44	42	11	26	2	1	4	4
Grade 7 (6 weeks)	56	61	32	24	5	8	4	4	3	3
Grade 8 (2 weeks)	42	57	25	39	23	2	8	2	2	0
Grade 8 (6 weeks)	35	41	45	45	12	10	7	2	2	1
Grade 9 (2 weeks)	25	29	43	44	25	18	7	9	0	0
Grade 9 (6 weeks)	43	35	45	49	7	10	6	7	0	0

Statement No. 17: POLICE ARE BRAVE MEN.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	2	2	5	7	26	25	40	42	28	25
Negro Girls	3	2	8	4	27	28	33	41	30	26
White Boys	4	2	5	4	27	17	39	47	25	30
White Girls	2	0	8	3	18	12	42	42	30	44
Grade 7 (2 weeks)	2	6	6	7	28	26	30	36	33	25
Grade 7 (6 weeks)	3	0	3	3	16	14	36	36	42	47
Grade 8 (2 weeks)	0	0	17	0	25	16	38	55	21	30
Grade 8 (6 weeks)	6	1	7	3	29	14	35	44	22	37
Grade 9 (2 weeks)	5	3	9	9	20	26	43	35	33	26
Grade 9 (6 weeks)	0	0	3	3	31	18	50	55	17	23

Statement No. 18: THE POLICE ARE PROTECTIVE OF OUR COUNTRY.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	3	5	5	2	22	14	54	63	17	16
Negro Girls	5	0	5	4	23	20	42	56	25	20
White Boys	2	1	3	4	13	14	59	54	23	27
White Girls	1	0	3	1	24	13	50	47	22	39
Grade 7 (2 weeks)	4	3	2	4	28	31	38	51	28	11
Grade 7 (6 weeks)	4	0	3	2	12	13	49	45	32	40
Grade 8 (2 weeks)	4	0	8	2	17	18	52	52	19	27
Grade 8 (6 weeks)	0	0	5	4	29	11	51	54	15	31
Grade 9 (2 weeks)	2	3	2	0	25	9	57	59	14	29
Grade 9 (6 weeks)	0	2	3	4	9	12	67	58	21	24

Statement No. 19: POLICE DON'T EVEN GIVE YOU A CHANCE TO EXPLAIN.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	18	14	37	46	22	21	6	7	17	12
Negro Girls	19	9	27	43	30	31	17	9	8	7
White Boys	24	24	36	42	19	19	12	10	9	6
White Girls	34	36	39	46	14	11	7	5	6	2
Grade 7 (2 weeks)	27	14	27	28	21	28	13	15	12	15
Grade 7 (6 weeks)	37	45	40	37	12	9	4	7	7	2
Grade 8 (2 weeks)	31	23	33	50	19	16	6	7	10	5
Grade 8 (6 weeks)	23	14	36	54	21	20	12	10	8	2
Grade 9 (2 weeks)	9	18	27	35	34	32	16	9	14	6
Grade 9 (6 weeks)	20	21	40	53	18	17	16	3	7	6

Statement No. 20: POLICE TRY TO GET SMART WITH YOU WHEN YOU ASK A QUESTION.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	17	19	23	26	22	26	28	12	11	16
Negro Girls	16	13	39	22	25	44	13	17	8	4
White Boys	19	24	42	44	19	14	12	11	7	7
White Girls	34	29	35	48	17	13	7	7	7	3
Grade 7 (2 weeks)	22	6	28	22	13	32	23	19	13	21
Grade 7 (6 weeks)	36	41	36	46	16	6	3	4	8	3
Grade 8 (2 weeks)	33	25	27	43	23	20	10	7	6	5
Grade 8 (6 weeks)	15	16	38	45	25	19	15	14	7	5
Grade 9 (2 weeks)	7	29	36	24	25	32	23	12	9	3
Grade 9 (6 weeks)	16	20	50	46	19	19	12	10	4	5

CHAPTER VI

DISSEMINATION AND IMPLEMENTATION

> Stage 5: National Institute on Early Adolescent Attitudes toward Law Enforcement. To be held the final two weeks of July, 1967, on the University of Cincinnati Campus, under the joint sponsorship of the University of Cincinnati and the Cincinnati Police Division. The purpose of this institute will be to bring together thirty participants, half junior high school social studies teachers and half police officers, to be trained in the use of the curriculum units and materials and methodology developed by the project seminars and experimental programs. During this institute the curriculum kits will be disseminated and will be the basis for the work conducted. The original purpose of the project, the established definitions and criteria, and the developmental programs will be examined in depth. General sessions of the institute will bring teachers and police together; workshop sessions will allow each group to explore its own specialization.
>
> University of Cincinnati Proposal to OLEA, 1966

As soon as preliminary data indicated that the experimental school programs had brought about significant immediate changes in attitude scale scores, plans were made to carry out the National Institute on Early Adolescent Attitudes toward Law Enforcement. Such plans included the contacting of representative police departments and school districts across the nation, arranging for transportation, housing and feeding of the institute members, scheduling general sessions, workshop sessions, and field trips, and assembling curriculum kits for all participants. Summer school schedules of the university restricted the institute to the middle of July, and it was decided that the dates July 10 through July 21 were most satisfactory for this stage of the project.

The directors intended that the institute serve as a model workshop, one that could be repeated in detail by participants or by the directors acting as consultants as the need arose in the future. It was decided, therefore, that the institute would include all phases of the project, including the development of the Attitude-toward-Police scale and its use as an evaluating instrument. Because the detailed, step-by-step stages of the institute proved highly successful in orienting participants to the project and its accomplishments, the two week program is important to this report. It proceeded as follows:

PROGRAM

July 10, 1967

A.M.	Registration	Dr. Jack E. Corle
	Orientation (Why we are here.)	Dr. Robert Portune
P.M.	Introduction of participants	
	The Cincinnati Police-Juvenile Attitude Project (The 1966 Proposal)	Dr. Portune

July 11, 1967

A.M.	Welcome	Dr. Charles Weilbaker, Assistant Dean College of Education
	Address: "Police University Partnership"	Colonel Jacob W. Schott Chief, Cincinnati Police Division
	Question and answer period	Chief Schott
P.M.	Early Adolescent Attitudes	Dr. Portune
	Workshop Session, Police	Dr. Portune
	Workshop Session, Teachers	Dr. Corle

July 12, 1967

A.M.	Field Trip: HUGHES HIGH SCHOOL Observation of Junior High School students in summer school	
P.M.	Developing an Attitude Scale	Dr. Portune
	Administration of the ATP-Scale	Mr. John Henderson
	Statistical Programs used in the Project. Statistical results of the Cincinnati Program	Dr. Corle

July 13, 1967

A.M.	Interview and Observation Techniques (Used in the Cincinnati Project)	Dr. Portune
	Workshop Session, Police	Dr. Corle
	Workshop Session, Teachers	Dr. Portune
P.M.	Address	Mr. Richard Braun Assistant Director, Criminal Division U.S. Dept. of Justice
	Distribution of Curriculum Kits	

July 14, 1967

A.M.	Discussion of the following: Hanna's "Teenagers and the Law" Portune's "Catch Me if you Can" F.B.I Handout Materials Curriculum Unit Appendices	Dr. Portune
P.M.	Field Trip: THE HAMILTON COUNTY JUVENILE COURT	Judge Benjamin Schwartz Mr. Paul Hahn, Director Dr. Walter Lippert, Chief Psychologist

July 17, 1967

A.M.	Presentation: "The World of Rules", Grade Seven Curriculum Unit (Including motion pictures and tapes used in this unit)	Mrs. William Schnitzer, Experimental Teacher Dr. Portune
P.M.	Workshop Session	Mrs. Schnitzer as consultant

July 18, 1967

A.M.	Presentation: "The World of Games", Grade Eight Curriculum Unit (Including motion pictures and tapes used in this unit	Drs. Portune and Corle, for Mr. Eugene Hust, Experimental Teacher (who was ill)
P.M.	Workshop Session	Drs. Portune and Corle
	Presentation of the Police Unit, "The Nature of the Early Adolescent"	Dr. Portune

July 19, 1967

A.M.	Field Trip: CINCINNATI POLICE ACADEMY (To watch the police unit being taught)	Captain Robert Roncker
	Field Trip: CINCINNATI CENTRAL STATION	Policewoman Patricia Whalen, guide Colonel Jacob Schott Captain William Bracke Captain Howard Rogers

P.M.	Presentation: "The World of Laws" Grade Nine Curriculum Unit (Including tapes and motion pictures used in this unit	Mr. Donald Fenton, Experimental Teacher Dr. Portune
	Workshop Session	Mr. Fenton, as consultant

July 20, 1967

A.M.	Methods of Replicating the Cincinnati Project Possible Future Research Other Programs (Police Liaison, Maryland)	Dr. Portune
P.M.	Final Workshop Sessions	Drs. Portune and Corle

July 21, 1967

A.M.	Reports of Workshop Leaders	Mr. Kinnun Lt. Stoner
	Final Remarks	Drs. Portune and Corle

Participants in this institute received three undergraduate or graduate credits for the concentrated two weeks of study. They were registered through the University of Cincinnati Summer School for this purpose, with tuition waivers as per the Grant Contract. The official participants were as follows:

Officer Leonard L Albaugh
Fayette County Police Department
Lexington, Kentucky

Mr. John G. Anderson
Fayette County Children's Bureau
Lexington, Kentucky

Officer Donald R. Barany
Chicago Police Department
Chicago, Illinois

Mr. Valcar A. Bowman
Chicago Board of Education
Chicago, Illinois

Miss Joan M. Deibert
Allentown School District
Allentown, Pennsylvania

Lieutenant Luther DeJournett
Flint Police Department
Flint, Michigan

Captain William G. Farran
Washington Police Department
Washington, D.C.

Mrs. Sophia B. Foreman
Lincoln High School
Milwaukee, Wisconsin

Lieutenant James R. Freel, Jr.
Topeka Police Department
Topeka, Kansas

Mr. Jack B. Gies, Sr.
Topeka Public Schools
Topeka, Kansas

Captain Walter Heinrich
Tampa Police Department
Tampa, Florida

Policewoman Eugenia A. Herrmann
Muncie Police Department
Muncie, Indiana

Sergeant Charles J. Hick
Kansas City Police Department
Kansas City, Missouri

Mr. Raymond J. Kinnun
Detroit Public Schools
Detroit, Michigan

Mr. Stephen Lesko
Oliver High School
Pittsburgh, Pennsylvania

Sergeant Jeremiah Moynihan
Rochester Police Department
Rochester, New York

Patrolman Raul Rivaldo
Ft. Smith Police Department
Ft. Smith, Arkansas

Mr. Sanford Schwartz
Greenhills-Forest Park Schools
Greenhills, Ohio

Policewoman Louise Shelley
Cincinnati Police Division
Cincinnati, Ohio

Detective Kenneth E. Swan
Lansing Police Department
Lansing, Michigan

Mr. Foster VanVliet
Lansing Public Schools
Lansing, Michigan

Officer Charles Kauffman
Topeka Police Department
Topeka, Kansas

Mr. Warren D. Kinsman
Metropolitan Public Schools
Washington, D.C.

Mr. F. Carl Miller
Hillsborough County Public Schools
Tampa, Florida

Mr. Richard L. Mulloy
Ft. Smith Public Schools
Ft. Smith, Arkansas

Detective William H. Ryan
Lansing Police Department
Lansing, Michigan

Lieutenant Leon Shanks
Detroit Police Department
Detroit, Michigan

Lieutenant Charles L. Stoner
Metropolitan Police Department
Nashville, Tennessee

Captain G. H. Thurman
Dayton Police Department
Dayton, Ohio

Mr. Brodie W. Wade
Metropolitan Public Schools
Nashville, Tennessee

At the conclusion of the institute participants were asked to react to both the Cincinnati Project and the attitude research on which it was based. These reactions were elicited from both the Police Workshop and the Teacher Workshop, and they were summed up on the final day of the institute by the workshop leaders, Lieutenant Charles Stoner and Mr. Raymond Kinnun. The essentials of these two summations are reproduced here.

POLICE REACTION

The police officers were in unanimous agreement (Lt. Stoner stated) that the program presented in this institute is the most promising actual advancement in recent years. We felt that the program should definitely be continued in the future and include as many cities as possible. We are of the unanimous opinion that the program establishes a foundation for adolescent attitude change.

We considered two basic questions in our workshop sessions: (1) How can we sell such a program in our own schools and police departments, and (2) how much time and involvement can a police officer give to such a project?

The following are our recommendations:

1. We feel that the program is flexible enough to be modified to fit individual communities. We want your permission to modify it as best fits our own situation.
2. We would like you to send letters of presentation to boards of education and police chiefs in our cities, advising them of the program and of our participation, so we can be used fully as resource persons.
3. We suggest that some way be found to get police administrators and school board members together to hear what we have heard during the past two weeks.
4. We feel we want to present a full report of this institute to our superiors before approaching the school people, so we can be assured of the support of our own administrators.
5. We feel that we should involve the juvenile court people, both probation officers and judges, in selling the program.
6. We feel that every attempt should be made to establish the six-week curriculum units in the schools.
7. Our members intend to present this program to the International Juvenile Officers Association -- hoping to push it throughout the country because:
    a. The curriculum units you have developed are the most constructive steps yet taken in police-juvenile relations.
    b. Education holds the best hope of aiding the children with whom we are concerned.

TEACHER REACTION

Generally, the teachers are in agreement (Mr. VanVliet stated) that this institute was successful and enlightening. We felt that there were diversified experiences: the classroom sessions, the field trips, and the dialogue within and without the class. All of these jelled together and contributed to the success of this venture.

We felt that the attitude study was most valuable. The teachers accept it as valid. We accept the scientific methods used, and we are impressed by the honesty and integrity of the study. The presentation gave us reason to have faith in the mean scores and to have faith in the conclusions drawn from them.

We are likewise impressed by the significant gains made in the scores from pre-scaling to post-scaling. They confirmed what we ourselves felt after examining the curriculum units. The curriculum package is excellent by educational standards. We were all impressed by what had been done. We like the problem-solving approach in these units, the method of inquiry, and what we feel is the full use of the latest and most successful teaching techniques. We also liked the fact that these units are specific and yet flexible enough to allow for the individuality of the teacher and his situation.

We feel, as teachers, that we can take these units and put them to use -- with spirit.

We are agreed that the police training unit is valuable. It will help the teachers to know that the police are working on their own image, improving their knowledge of the adolescent as we, ourselves, work with these youngsters. This means a lot to us, that the police are also interested and taking steps to meet the problems of the juvenile's attitude toward law and law enforcement.

The audio-visual aids presented in the institute have proved to be a necessary tool, we think. They have given us ideas of how we can adapt similar aids to our own programs and our own particular cases.

The Literature -- and we are in general agreement here, also, has our endorsement. The teachers agreed that they would use Introduction to Law Enforcement as a basis reference, along with Adolescent Development. Everyone here who has knowledge of these works has recommended them highly. As far as the texts that the students will use, we feel that the eighth grade novel, Catch Me if You Can, is a valuable tool. We are sold on the novel. Also Teenagers and the Law looks like an absolute necessity for our classes. All in all, the selection of basic works has been excellent.

Some final comments: the statistical analysis impressed us....We are tempted to enlarge the program into some sort of total citizenship improvement program, even going into ethics, morals, and so forth....In short, we are so impressed with the units that we now want to make them a vital part of total education....If we use the unit, we should first use it as it is, before we try to modify it....We are convinced that teachers need to know a great deal more about law enforcement, and we feel that a teacher-orientation program conducted by the police department would greatly benefit those of us who are going to teach these units....A poll taken of our group shows that nine of us are planning to teach these units experimentally during the next school year....Eleven of us don't anticipate any trouble in selling these units to our school boards....Every single one of us would like to have his city chosen as one of the ten key cities, should Dr. Portune's new proposal to OLEA be funded.

In conclusion, we wish to repeat that the teachers here are sold on this program. It has been an eye-opener for us. We realize that there is much work ahead of us, if we are going to sell and implement the work done here, but we are of the unanimous opinion that we will attack the problem of early adolescent attitudes with this program, with all vigor and sincerity. We applaud the organizers of the institute; we are all tremendously impressed with the work that has been done here the past year.

The National Institute on Early Adolescent Attitudes toward Law Enforcement ended on July 21, 1967. Since that time more than five hundred curriculum packages have been distributed nationwide, with pilot projects being mounted or planned in sixteen states other than Ohio. Sample correspondence from participating agencies is available in the Grantee Quarterly

Report for the period July 1, 1967 through September 30, 1967. This correspondence indicates the enthusiasm with which the Cincinnati Police-Juvenile Attitude Project has been received on a national basis.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

In August, 1967, a committee of evaluators met on the campus of the University of Cincinnati for the purpose of determining whether the Cincinnati Police-Juvenile Attitude Project had succeeded in achieving the goals that had been established in the original grant proposal. The following persons, none of whom had been directly associated with the project, made up this objective evaluating team:

Dr. Nancy Hamant, Assistant to the Dean of the College of Education and Assistant Professor of Education, Chairman

Dr. Wayne Reno, Assistant Dean of the Summer School and Assistant Professor of Psychology

Mr. Lawrence Hawkins, Assistant Superintendent, Cincinnati Public Schools

Captain William Bracke, Commander, Juvenile Bureau, Cincinnati Police Division

Captain Howard Rogers, Commander, Community Relations Bureau, Cincinnati Police Division

Lieutenant Robert Heinlein, Training Officer, Cincinnati Police Division

The report of this team (see Appendix B) was submitted to the Project Director in September, 1967, following interviews with key project personnel and examination of all records, reports, and data accumulated during the operation of the project. In brief, this independent report indicated that the evaluating team felt that the goals of the project had been reached and that a definite contribution had been made to the field of police-juvenile relations.

It is also the opinion of the project directors that the purposes for which this project was mounted have been achieved. Curriculum units have been designed and taught experimentally, bringing about statistically significant changes in the attitude scale scores of the subjects exposed to the units. A teachable police training unit has been incorporated into an ongoing police academy curriculum. Experienced teachers and police officers have adopted the units into their own programs in cities other than Cincinnati, Ohio. The demand for the teaching manuals that are the product of this project has far exceeded the present supply.

There is every reason to believe that this project could serve as a model to be replicated on an extensive basis nationally, with results so conclusive that serious thought would be given to incorporating such units into the junior high school and police training programs on a compulsory basis.

In addition to its satisfactory experimental results, the Cincinnati Police-Juvenile Attitude Project has produced some conclusions that indicate a need for extension of the project or for further research and development in the general field of police-juvenile relations.

1. There is a lack of study materials,supplementary reading materials, and resource units in the area of Law and Law Enforce-

ment at the junior high school level. The creation of such materials and units should be undertaken as quickly as possible, if schools are to receive the full benefits of incorporating curriculum units on Law and Law Enforcement in the ongoing social studies program.

2. There is a lack of teachers, knowledgable in the field of Law and Law Enforcement, at the junior high school level. Any such curriculum unit as developed in the Cincinnati Police-Juvenile Attitude Project requires an orientation of the teacher to the subject. Such orientation programs, whether offered as college courses or as workshops, need to be developed.

3. There is a need for an evaluative instrument to measure the attitudes of police officers toward juveniles. The development of such a device is well within the capabilities of a university, working in cooperation with a city police department. This instrument would prove valuable in measuring the success of those parts of police training related to juveniles, as well as valuable in screening applicants for juvenile work.

4. There is a need for close cooperation between the school and the local law enforcement agency in the designing and developing of programs that are aimed at building favorable attitudes toware the police mission and function. The experience of those connected with the Cincinnati Project has been that much understanding, innovation, and creativity has emerged from meetings of police officers and teachers. These professionals must be brought together and encouraged to seek solutions to the problems lumped under the heading of Youth and the Law. Conferences, workshops, and other types of meetings, as the

Cincinnati Project has demonstrated, can produce guidelines for the solution of problems, alternative solutions to basic problems, and such tangibles as training manuals and supplementary study materials.

Recommendations

It is recommended that the following steps be takesn:

1. The Cincinnati Police-Juvenile Attitude Projedt should be extended into key cities across the nation, involving a base of no less than 10,000 early adolescent subjects, in order to demonstrate the feasibility of incorporating curriculum units on Law and Law Enforcement into the ongiong compulsory school program.

2. The state superintendents of public instruction in all fifty states should be fully informed of this project and presented with pertinent information and materials related to it.

3. The Office of Law Enforcement Assistance should encourage the development of additional evaluative instruments for measuring (a) the attitudes of police toward juveniles, (b) the attitudes of teachers toward law enforcement and law enforcemnet officers, and (c) the attitudes of senior high school students toward police. Such instruments are necessary for evaluating the success of programs now being established in schools and police departments for the purpose of improving police-juvenile relations.

4. Colleges and universities should be encouraged to form partnerships with schools and police agencies in order to attack the problem of the police image in a democratic society. Since the only lasting solution to such a problem must have a sound educational base, curriculum

units, training programs, and educational materials are vital components of this attack. The research, design, and development of such components should be given high priority in the struggle to establish law and order in our time.

5. It is desirable that the junior high school curriculum include units on Law and Law Enforcement on a compulsory basis. Therefore, after a national demonstration of the type outlined in recommendation #1, it is suggested that state legislatures be encouraged to consider requiring the teaching of units on Law and Law Enforcement to early adolescents in order to establish favorable attitudes toward law and order at this most important stage in the development of American youth.

APPENDIX A

Introduction

In addition to the statistical programs run to evaluate the Cincinnati Project, two research studies were carried out by Mr. John Henderson. In the first an examination of the police records of juveniles involved in the original attitude study of 1000 Cincinnati early adolescents was conducted, with certain comparisons being made. In the second, junior high school students in the city of Lincoln Heights, Ohio, were scaled and interviewed in a duplication of the original attitude study. Mr. Henderson reports on these two phases of the continuing attitude research, as follows:

Police Contact and Adolescent Attitudes

Records at the Juvenile Bureau of the Cincinnati Police Division were checked to identify police contacts of students in the upper and lower Quartile (25%) of the original Cincinnati study of 1000 subjects. The contacts were recorded as either "closed" or "open" cases, with a "closed" contact indicating that the incident was disposed of under the direction of the uniformed officer within a brief span of time following contact with the offender. If the officer felt that a more thorough investigation, or additional assistance, was needed, the case was kept open and was handled under the supervision of a member of the Juvenile Bureau, a non-uniformed officer.

Examination of the juvenile records revealed that students in the lower Quartile had had twice as many contacts with police as had the upper group, prior to administration of the attitude scale. This appeared to be a very significant difference. This same difference persisted within a sixteen month period after the scale had been administered (see Table I). It would not be expected, of course, that the mere administration as a dividing date in the hope that the scale could be shown to be a predicter of future behavior.

Table I shows that 76 contacts were recorded in the lower group versus 37 in the upper group, prior to scaling, after scaling 33 contacts were recorded by the lower group versus 17 for the upper group. No consideration was given to the number of contacts that any single individual had had, but it is interesting to note that only one subject in the upper group had police contacts both before and after the administration of the scale.

TABLE I
Police Contacts of Original Research Subjects

Group	N	No. of Contacts Pre-	Post-	Total	Repeaters
Upper	240	37	17	54	1
Lower	238	76	33	109	7

It was noted at the time of this analysis that open referrals comprised 57% of the contacts in the upper group and 41% of the contacts in the lower group during the period before administration of the scale. After scaling open referrals comprised 65% of the upper group's contacts and 58% of the lower group's contacts. One would have guessed that the reverse would be true, that the group having the most frequent contacts would have most need of further consideration, however this was not the case. Further analysis and interpretation of these differences would seem to be indicated to obtain a meaningful conclusion.

The original attitude study had indicated that Whites generally have more favorable attitudes toward police than do Negroes of the same sex This further analysis of the subjects and their police contacts tended to show the same differences existing with respect to police contacts. Negro subjects made up 26% of the upper group and had 32% of the police contacts prior to administration of the scale. (See Table II). After administration of the scale 35% of the contacts were made by Negroes. In the lower group there were 53% Negroes in the total group, but 55% of the police contacts before scaling were Negro. After scaling, however, only 43% of the contacts were by Negro subjects.

TABLE II
Police Contacts of Negro Subjects

Group	N	No. Contacts Pre-	No. Contacts Post-
Upper	63 (26%)	12 (32%)	6 (35%)
Lower	125 (53%)	42 (55%)	14 (43%)

The Lincoln Heights Study

Lincoln Heights is a self-governed, all-Negro city and school district which has a concentration of approximately 8,000 people in a geographical area of less than one square mile. The city has no basic city services such as hospitals, business districts, industries, professional services, public transportation, or cultural activites. However, the city does maintain a law enforcement agency, staffed by a Chief of Police and six policemen.. A housing project in the city has a unit of private policemen who patrol the project and also perform off-duty police work at public functions. Both private and city police are armed in all contacts with the public.

The average property value in the city is less than $5,000 per dwelling. Tax base per person is $950 and the city is unable to pay policemen more than $5400 annually.

More than 75% of the children in the city could be classified as disadvantaged and achieving below grade level in school. An extremely high percentage of the children come from incomplete family units, no mother, no father, step-parents, foster parents, and all ramifications of illegitimacy. Housing is inadequate both from a structural and space consideration. A survey done by the Bureau of Educational Field Services, Miami University (Ohio) in 1961 showed that Lincoln Heights had twice as many in-school children per family living in two bedroom, single family dwellings than did neighboring communities. It further stated that Lincoln Heights had five times more in-school children per family living in one bedroom apartments than did neighboring communities.

There were 291 children identified through the 1960 Census as coming from families with incomes of $2,000 or less, indicating the great need for economic improvement present in this study's populations sample.

When the seventh and eighth grade students in Lincoln Heights were scaled by means of the Portune-ATP-Sclae patterns similar to those of the 1965 study and the 1967 pre-sclae (described in the main body of the report) were apparent. These patterns can be summarized as follows:

1. The differences in mean scores between Lincoln Heights boys and girls and Cincinnati Negro boys and girls are not significant.

2. Lincoln Heights girls have more favorable attitudes toward police than do Lincoln Heights boys.

3. The attitudes become less favorable with increase in age. Twelve year olds have more favorable attitudes than do thirteen, fourteen,

or fifteen year olds. Thirteen year olds have more favorable attitudes than do fourteen or fifteen year olds.

4. Lincoln Heights boys who profess to attend church regularly have more favorable attitudes than do Lincoln Heights boys who do not attend church on a regular basis.

5. An analysis of responses on the Portune-ATP-Scale indicated that all Lincoln Heights groups scored low on the following items:

#2 POLICE ACCUSE YOU OF THINGS YOU DIDN'T DO
#13 POLICE TRY TO ACT BIG SHOT
#15 POLICE HELP ME TO HELP MYSELF
#19 POLICE DON'T EVEN GIVE YOU A CHANCE TO EXPLAIN
#20 POLICE TRY TO GET SMART WHEN YOU ASK A QUESTION

Comparisons of favorable responses (by percent) on these items are given in Table III.

TABLE III

Item	#2	#13	#15	#19	#20
Lincoln Heights	51	40	51	52	43
Cincinnati Negros	37	40	51	42	37
Cincinnati Whites	52	61	57	61	60

Interviews with Lincoln Heights students reveal that unpleasant personal contact or observation of a single isolated incident involving an officer can create strong adverse reactions. The students ackowledge that the law and law enforcement are necessary, but they stress fair treatment for all under the law. It is interesting to note that many of the adverse attitudes expressed in the interviews were not caused by police actions but were caused by the actions of the uniformed, armed private guards hired by the local housing project. The students made no distinction between these men and the city police officers, although the uniforms are strikingly different.

Since the attitudes of the Lincoln Heights students were so similar to those of the Negro youth in the inner city of Cincinnati it may be implied that the attitudes are a manifestation of some general type of "police image" or "authority image" that is not necessarily caused by inter-recial contacts between Negro youth and White officers.

John Henderson, Research Assistant

APPENDIX B

THE RECORD OF THE PROJECT DEVELOPMENT

The project, directed by Dr. Robert Portune, was a result of extensive and intensive research on juvenile attitudes toward the law and law enforcement. It was concerned with changing the attitudes of those juveniles with negative feelings toward the law and its enforcement and with establishing a sound basis for a positive attitude by means of more knowledge and better understanding of the law and its enforcement.

The problem in the Police-Juvenile Attitude Project seems centered in a lack of communication between police and juveniles - juveniles not understanding the police function, and police methods and procedures not reflecting and understanding of the early adolescent.

Since the matter of communication (a two-way process) concerns two distinct groups, the problem then lies in how to bring the two groups to some mutual understanding. The decision of the project directors was to do this by curricular means - a teaching unit for the police to bring about better understanding of the early adolescent, and a teaching unit for junior high adolescents to develop better attitudes toward the police.

The question arises as to whether this teaching approach was the best way. This was somewhat time-consuming, especially if compared to a series of talks or one or two well-done films. However persons versed in the question of how knowledge can be most effectively and efficiently acquired by adolescents usually agree that youngsters are best taught by a variety of methods and in such a way that they can absorb the information presented to them. Simply lecturing or showing films with no preparation or follow-up does not accomplish much, other than being efficient.

A question can also be raised as to whether the junior high years, the age-group chosen for the project, are the optimum period for this type of project. It is the opinion of this committee that such a project could be very valuable for younger students, perhaps for grades four and five, ages ten and eleven. It is quite possible that preventive teaching might be as valuable as remedial teaching. Attitudes in many aspects of a youngster's life are formed early and become stabilized early, and thus become impervious to positive change sometime before the adolescent years. These reflections by the committee do not detract from the value of the project as set up and carried out, however. Instead, they are an indication of the extent of the problem in this area of attitude formation.

This project involves a critical age for attitude development, as recognized by most psychologists. The quantitative research done on the project has shown appreciable favorable change of attitude at the junior-high level. This justifies the selection of this age group, if indeed justification is needed.

The original research, done by the project director, was carried out along recognized and approved lines for such an attitude study. The questionnaire developed from this research is also sound, based on the criteria usually used to evaluate such an effort.

It was as a result of some of the findings of this preliminary study, i.e., that juveniles tended to develop a negative attitude to law enforcement as result of a police contact, that the matter of including some training of police officers was made part of the final project.

EVALUATION OF PROJECT METHODS

The proposal for this project included six stages to be accomplished in order. This committee has examined these six and their results and finds them as follows:

(1) A National Conference on Early Adolescent Attitudes Toward Police was held as proposed and did develop the definitions and criteria for the second stage, the college seminars.

(2) An autumn and winter quarter seminar for selected teachers-in-service was held. It was given for graduate credit as defined in the proposal. Twelve social studies teachers participated. The selection of these teachers was done primarily by the school system involved. However, the Committee feels that this should have been the responsibility of the Project Director.

The objective of the seminar, to develop curriculum units and supplementary materials on the law and law enforcement for grades seven, eight and nine, was accomplished.

As a part of stage two, a seminar was offered for selected police-in-service. This group accomplished its objective, i.e., to develop a curriculum unit and materials for use in the Police Academy on The Nature of the Early Adolescent.

These seminars were conducted as was proposed and records of the sessions were available to this committee.

(3) The spring Experimental Programs involved the presentation of the curriculum materials in the cooperating schools, taught by the teachers who participated in the seminar. Control groups were used and the pre- and post testing which had been proposed were used. Again, the fact that the

schools played a major role in selecting the classes thus to be used did pose a question as to whether the control and experimental groups truly were carefully matched.

The police units also were used experimentally as had been proposed and the results of the testing involved were studied by the project directors.

The statistical results of the pre and post testing on all the groups was available to this committee for study, but the committee did not choose to comment on them since the project director has included that information in his section of this report.

(4) Evaluation and Modification of the Curriculum Units took place as had been proposed.

(5) A National Institute on Early Adolescent Attitudes toward Law Enforcement was held as proposed. The curriculum kits were disseminated and participants instructed in their use. The records of this institute are quite complete also.

(6) The Continuing Attitude Study has been carried out as proposed and the results of this aspect of the project are included in this report.

The Nature of the Curriculum Units

(1) The Law and Law Enforcement: A Manual for Teachers of the Junior High Social Studies.

These materials were developed for grades seven, eight, and nine. The content and materials in the guide have been differentiated to reflect the age and background of the three groups. This has been very satisfactorily done and does reflect an understanding of the methods of presenting information which can be appropriately used with each age group.

The manual has been organized with day-by-day lesson plans which will be especially useful to those teachers who have not thought about this topic in depth before. Included also are suggested resource materials for the various lessons. These will be of great value to teachers in approaching this new content.

The project directors did produce the curriculum materials as they had proposed. Included are the kinds of materials, ideas and techniques which assure that the manual can be very effectively used by any conscientious teacher of seventh, eighth or ninth grade social studies.

(2) The Nature of the Early Adolescent: A Training Unit for Police.

Because of the limited amount of time which can be devoted to this topic in the training program for police, the unit produced is not lengthy and can be done well by an informed instructor in several comprehensive sessions.

The materials included are recommended films, slides, tapes and other pertinent material. The necessity for gradual attitude change which characterizes the teaching of the units for the adolescent is not present in an adult learning situation. Therefore the material can be, and is, more specific and to the point, informing the police trainees of the sorts of knowledge about adolescents which will be most useful to them.

The only restriction on the usefulness of the materials done for the police is that a well-informed lecturer is needed to handle the suggested lecture topics. The materials for such lectures is not included in the manual.

The committee found that the project directors did adhere rigorously to their original proposal and did assemble materials and curriculum units which are of very high quality and which can be very effective as their statistical report bears out.

William Bracke
Nancy Hamnant
Lawrence Hawkins

Robert Heinlein
Wayne Reno
Howard Rogers

The LAW and LAW ENFORCEMENT

A Manual for Teachers of the Junior High School Social Studies

Designed and developed under the direction of Dr. Robert Portune

A joint project of the College of Education, University of Cincinnati, and the Cincinnati Police Division, with the cooperation of the following agencies:

- Cincinnati Public Schools
- Cincinnati Archdiocese Schools
- Hamilton County, Ohio, Public Schools
- Greenhills Village Schools
- Hamilton County Sheriff's Patrol
- Norwood, Ohio, Police Department
- Amberley Village Police Department
- Delhi Township Police Department

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University of Cincinnati

Dr. Robert Portune, Director, Police-Juvenile Attitude Project
Dr. Jack E. Corle, Assistant Project Director
Dr. Donald Christian, Consultant on Evaluation
Mr. Vernon Thomas, Consultant on Curriculum
Mr. John Henderson, Chief Research Assistant
Miss Ann Sparkman, Project Secretary

The Cincinnati Police Division

Colonel Jacob W. Schott, Chief
Colonel Stanley R. Schrotel, Chief (Retired)
Lt. Colonel Elmer Reis, Director of Personnel
Captain Robert Roncker, Chief Training Officer
Captain Paul Flaugher, Commander of the Juvenile Bureau (Retired)
Captain William Bracke, Commander of the Juvenile Bureau
Patrolman Dale Gadberry, Consultant on Patrol Activities

The Cincinnati Public Schools

Miss Helen Yeager, Supervisor of Social Studies
Miss Jean Tilford, Supervisor of Social Studies
Mr. Dean Moore, Supervisor of Social Studies
Mr. William Davis, Sawyer Junior High School
Mr. Harold Flaherty, Cutter Junior High School
Mrs. Joyce Howard, Withrow Junior High School
Mr. Browne Jefferson, Ach Junior High School
Mrs. Hazel Jones, Heinold Junior High School
Mr. William Massey, Lyon Junior High School

The Hamilton County Schools

Mr. Ben Ellis, Anderson Junior High School
Mr. Eugene Hust, White Oak Junior High School
Mr. Patrick McGraw, Delhi School
Mr. Gary Smith, Three Rivers Junior High School

The Greenhills Village Schools

Mrs. William Schnitzer, Greenhills Junior High School

The Cincinnati Archdiocese Schools

Mr. Donald Fenton, Roger Bacon High School

GENERAL INTRODUCTION

The curriculum units contained in this volume have been designed to create favorable early adolescent attitudes toward law and law enforcement. These units were developed by the University of Cincinnati, Cincinnati, Ohio, in cooperation with the Cincinnati Police Division, the Cincinnati Public Schools, the Hamilton County, Ohio, Public Schools, and the Cincinnati Archdiocese Schools. This project was funded by the Office of Law Enforcement Assistance, United States Department of Justice, and was carried out under the direction of Dr. Robert Portune, Head of the Department of Secondary Education, University of Cincinnati.

HISTORY OF THE POLICE-JUVENILE ATTITUDE PROJECT

A 1965-66 pilot attitude study of 1,000 Cincinnati junior high school pupils (conducted by the Project Director in cooperation with the Cincinnati Public Schools and the Cincinnati Division of Police) revealed that the attitudes of early adolescents toward law enforcement officers are most directly influenced by police contacts. Although this study showed that the mean-attitudes, as measured on a scale constructed for this purpose, were in the favorable range, extensive follow-up interviews and direct observation of police-juvenile contacts indicated that the mean-attitudes were better defined as not-unfavorable rather than as positively favorable. Invariably, police contacts resulted in adverse reactions among the early adolescents involved in the study. Even among the pupils whose socio-economic level, school achievement, and church attendance place them in the large middle group who can be expected, as citizens, to provide the community support from which the police officer draws his greatest cooperation and empathy, unfavorable attitudes resulted from police contacts. The pilot study showed that this middle group, representing approximately seventy per cent of the population sample, lacks a clear understanding of the mission and function of law enforcement in a democratic society. This lack of understanding is a factor in unfavorable reactions to (a) casual police contacts, (b) interview by police, and (c) police interrogation.

Favorable attitudes toward law enforcement and the law enforcement officer have long been considered important characteristics of the good citizen whose support and understanding are necessary before the police officer can function in a climate of community cooperation and empathy. The development of such favorable attitudes is a responsibility of many agencies in the modern community; it is a primary responsibility of the police agency itself as well as the compulsory school, which has an obligation to cultivate certain attitudes toward institutions and occupations that preserve and promulgate a free, democratic society. Because attitude development and change are the concern of education, they fall within the scope of the teacher-training institution, which has a responsibility to provide leadership in the areas of compulsory school curriculum and methodology. If the attitudes of future citizens toward law enforcement and the law enforcement officer constitute a problem area in the modern American society, then a partnership of university, school, and police agency provides a means of attacking the problem through education and training. The curriculum units in this volume are such an attack.

During the academic year 1966-67 the Department of Secondary Education at the University of Cincinnati, with the assistance of selected teachers and police officers, proceeded to develop these curriculum units to be incorporated in the ongoing social studies program in grades seven, eight, and nine. In Spring, 1967, these units were taught experimentally in twelve Cincinnati and Greater Cincinnati junior high schools.

For the purpose of statistical comparison the twelve experimental groups were matched with twelve control groups. All subjects were pre-scaled to determine their attitude scores previous to the experiment. At the conclusion of the units all subjects were post-scaled. Significant differences in scale scores between experimental and control groups indicated that the incorporation of the law enforcement units favorably alters the attitudes of early adolescents toward police. (A complete summary of this demonstration and its data is available from the Project Director upon request.)

THE CURRICULUM UNITS

The curriculum units that are presented in this volume are in the form of daily lesson plans. Each plan lists the objectives for the day, the content background needed by the teacher, the major activities for the day, the daily assignment, and any resource materials needed.

As much as possible these units are activity and discovery units. In them will be found the playing of games, role playing, class projects of all kinds, and various audio-visual recommendations. The unique nature of the units will be evident to qualified social studies teachers. That they fill a need in the junior high school social studies program can be determined by a knowledgeable examination of their content.

The entire project was based upon guidelines established during the 1966 National Conference on Early Adolescent Attitudes toward Police. Participants at that conference included:

Lieutenant Joseph E. Bakes	Juvenile Bureau Allentown Police Department	Allentown, Pennsylvania
Sgt. Robert Bradford	Sheriff's Patrol Hamilton County	Cincinnati, Ohio
Captain Paul Flaugher	Juvenile Bureau Cincinnati Police Division	Cincinnati, Ohio
Lieutenant Elaine Gardner	Women's Division Detroit Police Department	Detroit, Michigan
Mr. William Genszler	Supervisor, Social Studies Department Allentown School District	Allentown, Pennsylvania
Dr. Harold Harrison	Field Executive Detroit Public Schools	Detroit, Michigan
Captain Walter Heinrich	Crime Prevention Division Tampa Police Department	Tampa, Florida
Policewoman Frances Herb	Youth Division Chicago Police Department	Chicago, Illinois
Mrs. Cecile Hudson	Supervisor, Health, Physical Education and Safety Little Rock Public Schools	Little Rock, Arkansas
Lieutenant Kenneth Ice	Department of Police	Tucson, Arizona
Mr. Theodore Kuemmerlein	Executive Director, Department of Pupil Personnel Milwaukee Public Schools	Milwaukee, Wisconsin
Captain Lloyd Lindsey	Lexington Police Department	Lexington, Kentucky
Mr. Frank W. Mason	Administrative Assistant to Superintendent, Phoenix Union High School System	Phoenix, Arizona
Mr. Dean W. Moore	Secondary Social Studies Cincinnati Public Schools	Cincinnati, Ohio
Mr. Frank Ott	Principal, Wakefield Junior High School	Tucson, Arizona
Mr. Thomas Parker	Vice Principal, Garfield Junior High School	Berkeley, California
Captain Elmer Reis	Commander, Community Relations Bureau Cincinnati Police Division	Cincinnati, Ohio

Mr. Francis Rifugiato	The Board of Education	Pittsburgh, Pennsylvania
Captain Therese Rocco	Pittsburgh Police Department	Pittsburgh, Pennsylvania
Captain Robert Roncker	Cincinnati Police Academy	Cincinnati, Ohio
Lieutenant William Schonnesen	Juvenile Division Minneapolis Police Department	Minneapolis, Minnesota
Patrolman Ronald Taylor	Sheriff's Patrol Hamilton County	Cincinnati, Ohio
Miss E. Jean Tilford	Secondary Social Studies Cincinnati Public Schools	Cincinnati, Ohio
Captain Victor D. Vieira	Berkeley Police Department	Berkeley, California
Dr. Robert N. Walker	Research Consultant, International Association of Chiefs of Police	Washington, D. C.
Miss Helen Yeager	Administrative Supervisor of Secondary Social Studies Cincinnati Public Schools	Cincinnati, Ohio
Sergeant Harold R. Zook	Little Rock Police Department	Little Rock, Arkansas

THE WORLD OF RULES

Grade 7

Daily Lesson Plans
Six Week Unit

FIRST WEEK — First Day

I. **Objectives:**

A. To discuss the characteristics of a natural "rule."
B. To illustrate by example the operation of natural laws upon individuals and the community.

II. **Content:**

A. The teacher should be prepared to discuss the Law of Gravity as a natural "rule."
B. The teacher should be prepared to describe a natural rule that keeps two solid objects from occupying the same space at the same time.

III. **Major Activities:**

A. The Law of Gravity is illustrated by (a) having students extend their arms until the arms tire, (b) dropping some simple object, (c) observing an object slide or roll down an inclined plane.
B. Students are asked to suggest examples of the Law of Gravity in operation in the home, at school, and in the community. This list is written on the chalkboard.
C. Guided discussion is used to elicit the following prime characteristics of a natural rule, such as the Law of Gravity:

1. It must be obeyed.
2. It is impartial.
3. It requires no moral responsibility on the part of those who obey it.

D. Students are asked to suggest other natural rules. One can be demonstrated by having two students attempt to occupy the same place. It is tested against the three prime characteristics already listed.
E. Students are asked for other examples of this natural rule in operation in the home, at school, and in the community. This list is also written on the chalkboard.
F. Students are required to copy the final list.

IV. **Assignment:**

Cut out any articles from news media that demonstrate the consequences of man's attempting to disobey natural rules. (Do not give examples at this time.)

V. **Resource Material Suggested for this Lesson:**

A. Simple object to be dropped.

FIRST WEEK — Second Day

I. **Objectives:**

A. To develop understanding of the concept of natural law.
B. To illustrate the operation of such rules in the home, at school, and in the community.
C. To introduce the idea of man-made rules.

II. Content:

A. The teacher should be prepared to discuss the natural rule that prevents an object from being in two places at the same time.

B. The teacher should be prepared to present examples of man's attempt to disobey natural rules. For example:

1. The fable of Icarus, who fell into the sea when the wax on his man-made wings melted.
2. A collision of any kind.
3. The concept of alibi, the use of "doubles" for famous figures (General Montgomery in World War II had such a double.)

C. The teacher should be prepared to introduce the idea of man-made rules.

III. Major Activities:

A. Students read their clippings until the class identifies the natural rule involved. (Clippings are to be saved for a bulletin board display.)

B. Teacher utilizes the fact that a student is absent to introduce the concept of a natural rule that prevents solid bodies from being in two places at the same time. Introduces the idea of an alibi.

C. Guided discussion is used to elicit opinions of the students on the following questions:

1. What sort of situations would exist if the three natural rules we have discussed were not in effect?
2. If we could not depend on these rules to operate would the world be orderly or disorderly? Would such a world be safe?
3. When people deal with other people, are other kinds of rules necessary?

IV. Assignment:

Make a short list of the rules that prevail in your own home. Indicate who made the rules, and try to decide why they are different from natural rules.

V. Resource Materials Suggested for this Lesson:

A. Visual materials illustrating laws of nature in operation, or being defied by man, such as:

1. Weightlessness of astronauts in space.
2. Automobile collision; Standing Room Only (can't fill seat twice.)
3. Other

FIRST WEEK — Third Day

I. Objectives:

A. To develop the idea of man-made rules in the home.

B. To help students discover that such rules bring order and security.

C. To illustrate the differences between authority and compliance.

D. To help students develop a basic understanding of group interaction.

II. **Content:**

A. The teacher should be prepared to discuss various interrelationships in the home that are guided by rules, such as:

1. Hour to be up, to be out, to be in
2. Division of labor or chores in household
3. Division of goods, food, money
4. Other

B. The teacher should be prepared to discuss the means by which home rules are created and enforced.

C. The teacher should be prepared to illustrate the difference between natural rules and rules of the home.

1. Home rules can be disobeyed; natural rules cannot.
2. Home rules introduce the concept of punishment to influence the choice of behavior.

III. **Major Activities:**

A. The students' lists of home rules are read, and they are copied on the chalkboard. These rules are somewhat generalized; thus, if a student presents a specific bedtime, the hour is not listed, but "Bedtime" is indicated.

B. Guided discussion is held, with the following points emphasized:

1. Can we find characteristics in these rules that make them different from natural rules?
2. Can we define home as the place where our pattern of rules is in effect? Can we say "Home is the place where . . . " and then present our list as a definition?

C. It is pointed out to the class that home rules are man-made, and that man-made rules must be enforced in some way. In each home there is "authority" and "compliance."

D. Using the list of home rules, students are asked to indicate who makes each rule, who enforces it, and whether compliance is voluntary or involuntary. It is pointed out that there are various ways to make rules (arbitrarily, by consensus, etc.), that some rules require stronger enforcement than others, and that all members of the family must cooperate, if the home is to be orderly.

IV. **Assignment:**

Students are to bring in pictures from magazines or newspapers, showing family rules in action. Students who wish to may draw a picture of a family rule being obeyed or disobeyed. These pictures will be used for a bulletin board display on Rules of the Home.

V. **Resource Materials Suggested for this Lesson:**

None.

FIRST WEEK — Fourth Day

I. **Objectives:**

A. To select a Bulletin Board Committee for a Rules of the Home display.

B. .To prepare for a role playing exercise in Home Rules.

II. **Content:**

A. The teacher should be prepared to present a role playing situation to the class and describe for the class the roles of mother, father, sister, and brother in the activity.

B. The teacher should be prepared to discuss the relationships among the members of the family group, especially as these relationships affect rule making and enforcement of rules.

III. **Major Activities:**

A. A Bulletin Board Committee is selected by vote of the class (with one member on the committee representing each row in the class.)

B. All clippings and drawings are presented to the Bulletin Board Committee, which is then instructed to select those pictures that best represent each of the major rules listed on the chalkboard the previous day.

C. While the Bulletin Board Committee meets, the remainder of the class is presented with a set of role playing situations and asked to study them. Volunteers will be permitted to play the various parts indicated when these situations are acted out the next day of class. The situations to be acted out are as follows:

ROLE PLAYING SITUATION NO. 1

Roles: Mother, father, sister, brother

Situation: John, who is two years younger than his sister, Pat, has his first bicycle. John wants to ride the bicycle to school. Mother does not want John to ride it on busy streets to get to school. Pat is not allowed to ride her bicycle to school, even though she has had it for several years. Father, who is a traffic policeman, is asked to make a decision. At the end of this scene, there is supposed to be a bicycle rule in this household.

ROLE PLAYING SITUATION NO. 2

Roles: Mother, father, sister, brother

Situation: The children are preparing to go skating after eating their evening meal. Mother reveals that there are two dollars missing from her purse. Ben, the son, feels that he is always accused of everything that goes wrong in the house. His sister, Sue, is seldom a problem at home. Mother tries to explain to the children why there have to be rules concerning the family money. When father comes home, he talks to each child privately in order to find out who took the money. Father tries to explain to each one why there must be punishment for the guilty party. (At the end of the scene, unknown to any of the actors but the mother, the mother reveals that she has found the money in another purse.)

D. After the students have been given time to examine the description of the Role Playing Situation, sample auditions for parts are held, as follows:

1. Mother No. 1: Explaining why one shouldn't ride bicycles on busy streets.
   Mother No. 2: Explaining why there are rules for handling and giving out family money.
   Father No. 1: Explaining the bicycle traffic rules.
   Father No. 2: Telling why punishment is given for rules infractions.

IV. **Assignment:**

Bulletin Board Committee is to write suitable captions for the pictures to be posted. All other students are to be prepared to take part in role playing situations described.

V. **Resource Materials Suggested for this Lesson:**

A. Handouts, with two Role Playing Situations printed on them. (See Appendix A).
B. Materials necessary for mounting and labeling bulletin board display.

FIRST WEEK — Fifth Day

I. **Objectives:**

A. To reinforce the concept of home rules by several activities, including the making of a bulletin board display and role playing.
B. To introduce, through role playing situations, the ideas of "assumption of innocence," "justification for rules," and "just punishment."

II. **Content:**

A. The teacher should be prepared to relate the role playing to the previously discussed areas of "authority" and "compliance."
B. The teacher should be prepared to discuss the idea of punishment, and how ancient, middle, and modern civilizations looked upon punishment.
    1. Retribution: **lex talionis**, retaliation, revenge, righting of a wrong.
    2. Reformation of the wrongdoer.
    3. Deterrence of wrongdoing by others.
C. The teacher should be prepared to summarize home rules from the standpoint of —
    1. Their necessity for order in the home
    2. Their enforcement
    3. A need for some voluntary compliance on the part of family members.

III. **Major Activities:**

A. Students are selected for roles in **Situation No. 1.** These students are permitted to go into the corridor and prepare for their parts.
B. The **Bulletin Board Committee** is permitted to post the display until Situation No. 1 is ready.
C. **Role Playing Situation No. 1,** performed by selected students and recorded. A discussion follows, with emphasis on these points:
    1. Necessity for a rule about bicycle riding?
    2. How was the rule made?
    3. How will the rule be enforced?
    4. What punishment might follow the breaking of the rule?
D. Students are selected for **Situation No. 2.** These students are permitted to prepare in the corridor, while the **Bulletin Board Committee** resumes posting display.

E. Role Playing Situation No. 2, performed by selected students and recorded. A discussion follows, with emphasis on these points:

1. Assumption of innocence.
2. The seriousness of various rules infractions. Should punishment vary according to the infraction?
3. In the home, are the law-maker, the law enforcement officer, the judge, and the correctional power often the same person? What are the disadvantages of such a system?

IV. **Assignment:**

Each student is asked to assume that he can make up a list of rules for his own home. He is to make such a list and then write a short paper on enforcing such rules so that they will be obeyed by the family. His paper should indicate whether or not the enforcer has to know the rules, whether he needs any special training, whether he needs to be respected by the family, or whether he should merely rule by physical strength.

V. **Resource Materials Suggested for this Lesson:**

A. Tape recorder to record role playing.
B. Thumbtacks and other materials for bulletin board display.
C. Handouts of assignment details. (See Appendix B).

SECOND WEEK — First Day

I. **Objectives:**

A. To relate the home and its rules to the community and its rules.
B. To introduce the policeman as an enforcer of rules that are easily recognized as necessary.

1. Rules that protect our lives.
2. Rules that protect our property.

II. **Content:**

A. The teacher should be prepared to discuss how the lives of the students are influenced by a set of community rules that can be related to home rules:

1. The community rules are laws that affect juveniles.
2. Like the home, the community needs someone in authority to enforce the rules.
3. Unlike the home, the community rule-enforcer does not make the rules and judge those who commit infractions.

B. The teacher should have some knowledge of the law; she should be prepared to illustrate the types of disorder that result when there are no community rules.

III. **Major Activities:**

A. Students volunteer to read their short papers, or several students are selected to read their short papers.

B. The papers are discussed from the following standpoints:
   1. Do they show a need for enforcement of the rules?
   2. What knowledge and skills should the enforcer possess?

C. Overhead projection of a crowd of people is shown. (Appendix C).*

D. Guided discussion of the statement, "The Community is a Family of Various People," is held. The following points are made:
   1. The community is much like the home, with necessary rules to get people places, to get work done, to provide freedom from danger of all kinds, to give some dependable order to daily life.
   2. Like the home, the community needs its rules made and enforced.

E. Overhead projection of chart depicting the necessary community rules. (Appendix D) Partially filled in.
   1. Rules that protect lives (to be filled in by class):
      a. Traffic safety,
      b. Control of fire, electricity, firearms, other safety factors,
      c. Disorderly conduct.
   2. Rules that protect property (to be filled in by class):
      a. Against damage,
      b. Against theft.

F. Discussion of the necessity for such rules in an orderly community.

G. Discussion of the inability of individual citizens to enforce such rules by themselves.

IV. **Assignment:**

Bring in newspaper clippings that describe or illustrate a community rule. The rule should be related to the protection of life or the protection of property.

V. **Resource Materials Suggested for this Lesson:**

A. Overhead projection: a crowd of people.
B. Overhead projection: a chart of necessary community rules.
C. Overhead projector.
D. Teenagers and the Law, by John Hanna, for teacher reference.

SECOND WEEK — Second Day

I. **Objectives:**

A. To introduce the policeman as a necessary enforcer of community rules.
B. To clarify the role of the policeman in the context of the whole community.
C. To show a necessity for selection and training of law enforcement officials.

* Note: Handouts may be substituted for overhead projection.

II. **Content:**

A. The teacher should be prepared to relate the necessity for rule enforcement in the community to the clippings brought in by the students. To do so, he must know the following:

1. Population of the local community,
2. Approximate number of police in the local community,
3. Approximate number of crimes committed in the community during a previous year.

B. The teacher must be prepared to discuss the selection and training of local police officers.

III. **Major Activities:**

A. Students read their clippings or summarize their contents, while a listing of various community rules is made on the chalkboard.
B. Students are asked to select certain of these rules for discussion in smaller groups, such discussion to be concerned with the enforcement of the rules.
C. When the list has been shortened to those community rules of special interest to the class, the class is divided into five subgroups for discussion, each with a different rule. The subject for discussion is —

"How could this rule be enforced
without policemen?"

D. Each group selects a chairman and a recorder, and the chairman is informed that he will be expected to report on his group's conclusions the following day.
E. Each group is supplied with handouts that present statistics on the local population, police force available, and crime statistics.
F. The remainder of the period is devoted to small group discussion of the question.

IV. **Assignment:**

Students are to prepare a list of characteristics needed by an enforcer of rules, whether he enforces them in the home or in the community. Chairmen of each group are excused from this assignment in order to prepare their reports to the class.

V. **Resource Materials Suggested for this Lesson:**

A. Handouts on the following statistics:

1. Population of community,
2. Number of police in community,
3. Crime statistics for community (Appendix E).

B. Uniform Crime Report, 1966, published by the F.B.I., Washington, D. C.

SECOND WEEK — Third Day

I. **Objectives:**

A. To emphasize the necessity for police.
B. To emphasize the necessity for proper selection and training of police.

II. **Content:**

A. The teacher should be prepared to direct discussions of subgroup reports along the following lines:

1. Daily living does not leave each individual time to enforce community rules himself.
2. Protection of life and property requires twenty-four hour vigilance, training, and organization,
3. Individual citizens profit when the law is enforced.

B. The teacher should be prepared to correct misconceptions of the role of the police officer as they arise in the discussion. Such misconceptions will have to do with the following areas:

1. Police power under the law,
2. Generalizations of individual examples of poor police action.

III. **Major Activities:**

A. Reports by discussion group chairmen on the subject —

"How could this rule be enforced
without policemen?"

Each chairman must define the community rule to be discussed and then present the conclusions of his group.

B. Guided discussion is held briefly after each presentation, using lists of police characteristics as basis for discussion.

C. The subgroups will be graded on the chairmen's presentations, as well as on their lists.

IV. **Assignment:**

Students are told that there will be a review of the unit to this point on the following day. They are to review all handouts, notes, and text materials supplied to them up to the present time. This review will prepare them for the two-week test to be held on the final day of this week.

V. **Resource Materials Suggested for this Lesson:**

None.

SECOND WEEK — Fourth Day

I. **Objectives:**

A. To review and reinforce the unit to this point.

B. To emphasize the relationship between natural rules, man-made rules that do not have the power of law, and man-made rules that do have the power of law.

II. **Content:**

A. The teacher should be prepared to contrast natural and man-made rules, according to the following characteristics:

1. Is obedience voluntary or involuntary?
2. Is the rule impartial?
3. Does obedience require some moral responsibility?

B. The teacher should be prepared to draw an analogy between the rules of the home, their origin and enforcement, and the rules of the community.

C. The teacher should be prepared to discuss the necessity for a community law enforcement official to allow each citizen freedom to work and play safely and efficiently.

III. Major Activities:

A. Guided discussion, utilizing the bulletin board display, the handouts, the overhead projections, and recordings of the Role Playing of the first week.

B. Brief description of the nature of the test to be given the following day. Type? (Objective) Length? (30 minutes).

IV. Assignment:

Students are to study for the test.

V. Resource Materials Suggested for this Lesson:

A. Overhead projector and tape recorder.

B. All materials used to this point in the unit.

SECOND WEEK — Fifth Day

I. Objectives:

A. To evaluate the progress of the class to this point by means of a simple objective test.

B. To emphasize the idea that policemen contribute to the well-being of the community.

II. Content:

No new content for this lesson.

III. Major Activities:

A. Test No. 1 (See Appendix F)

B. At conclusion of the test, students are instructed to spend the remainder of the period preparing a cartoon strip that will show a policeman helping the community in some manner. It is explained that these cartoon strips will be put on display on the bulletin board, and that students will be permitted to add new episodes in the weeks to follow. The cartoon strips are to be no more than four frames long, and each one is to tell an episode in which a policeman is featured. It is not necessary that the cartoon strip be completed at this time.

IV. Assignment:

The students are to complete their cartoon strips over the weekend. It is now explained that after they have been on display, it is hoped that they can be collected into a small comic book showing many of the activities of police in the community.

V. **Resource Materials Suggested for this Lesson:**

  A. Test No. 1
  B. Paper for the preparation of cartoon strips. (Appendix G). This paper is divided into four frames, numbered from 1 to 4, so that all students will have the same size and draw their cartoons in the same sequence, for collection.

THIRD WEEK — First Day

I. **Objectives:**

  A. To develop the idea that play, like family activities, requires rules.
  B. To help students discover that the rules of play are analogous to the rules of home and community.
  C. To develop some appreciation of the ways in which rules of play are evolved.

II. **Content:**

  A. The teacher should be prepared to discuss the relationships involved in play, and the requirement for someone to initiate rules of play.
  B. The teacher should be able to demonstrate that even casual and informal play has rules.

III. **Major Activities:**

  A. Cartoon strips are collected for posting on the bulletin board.
  B. While the Bulletin Board Committee removes the earlier display, a new committee is selected to prepare the new display. This committee will be given the cartoons for posting after they have been examined by the teacher. (The next day, if possible).
  C. While the bulletin board is being cleared, and its contents filed in an envelope provided for that purpose (this envelope is labeled **Rules of the Home** for future use), the teacher introduces the concept of fun, as follows:

    1. Was it fun preparing the cartoons?
    2. What other kinds of fun did you enjoy since the last class?
    3. Were there some games that you made up, or played?
    4. Just for fun in class, let us list some of the things that we call play. Let's see if we can relate these to our work in this class.

  D. A list of the students' games or play activities is now put on the chalkboard.
  E. Guided discussion follows, to emphasize these points:

    1. All of these activities have some things in common —

      a. People were involved
      b. There were some kinds of rules involved.

    2. The rules of the play activities were either made up by the players, or else they were rules that were made up a long time ago and taught to the players.

  F. A tape is played, and a brief excerpt is used: Children making up rules of a game. (Original)
  G. Guided discussion of the most complicated rules any student can remember in any play activity. Of the simplest rules. Can a game be played without rules?

IV. **Assignment:**

This class will now take a play survey, as follows:

1. Between now and the next lesson, observe and list the play activities of children to and from school and in your own neighborhood. See if you can figure out the rules of the games they are playing, especially if they are young children.
2. Be prepared to break up into small groups and invent a game of your own tomorrow.

V. **Resource Materials Suggested for this Lesson:**

A. Large manila envelope for previous bulletin board display.
B. Tape Recorder
C. Master tape for this unit.

THIRD WEEK — Second Day

I. **Objectives:**

A. To develop some understanding of how rules are established in play activities.
B. To emphasize the necessity for rules of play, if the play is to be successful.
C. To make an analogy between the rules of play and those of society.

II. **Content:**

A. The teacher should be prepared to review the high points of the previous day's discussion, pointing out two major emphases:
   1. Rules make play activity more fun for the players
   2. Players are expected to follow the rules of the game.

B. The teacher should be prepared to relate the rules of society with those of play activities, indicating that there are both formal and informal, official and unofficial rules:
   1. Some of society's rules, such as rules of conduct, are like rules of casual games—followed by the players, but not really official. We agree to play by these rules.
   2. Some rules of games, such as organized sports, are official. If we play, we must follow such rules or be penalized. These are very similar to the official rules of society, or its laws.

C. The teacher should be prepared to make an analogy between the officials of an organized sports activity and the law enforcement officials. The analogy at this time can be drawn from the class, and it is not necessary to explore it in depth.

III. **Major Activities:**

A. Cartoon strips are given to the new Bulletin Board Committee for posting later in the period, during subgroup discussions.

B. Before collecting lists of children's play activities, as surveyed by the members of the class, a discussion of those activities is held. This discussion explores the following points:
   1. Who seemed to enforce the rules?

2. Did the rules seem simpler or more complex as the age of the child increased?
3. Were there any punishments or penalties for rules infractions?
4. Is this similar to society, its rules, and enforcement?

C. The class is now divided into its five subgroups, new chairmen are chosen, with the old chairmen acting as recorders. Each group is to create a rainy day game or activity, and the recorder is to write down the rules for such a game. The chairmen will be expected to present their respective activities to the class the next day. Each activity is to include (a) rules, (b) penalties for rules infractions, and (c) some method of determining who breaks the rules, either by use of an official or by use of the players to enforce the rules.

D. Class remains in subgroup discussions for remainder of period.

IV. **Assignment:**

Students are to continue their survey of play activities, but this time they are to list only who enforces the rules of the activity and how they are enforced. Chairmen of subgroups are excused from this assignment in order to put finishing touches on their games that will be presented the next day.

V. **Resource Materials Suggested for this Lesson:**

A. Thumbtacks and other materials needed to post cartoons on bulletin board.
B. Recording sheets for subgroup recorders. (See Appendix H)

THIRD WEEK — Third Day

I. **Objectives:**

A. To introduce original "Rainy Day Activities" in the classroom.
B. To analyze these activities with respect to —
    1. The necessity for rules
    2. The necessity for enforcement of the rules
    3. The necessity for penalties for infractions of the rules.

C. To re-emphasize the necessity for an enforcer of rules whenever there is a relationship established between or among two or more persons in a game. This may be summed up as —

EVERY GROUP ACTIVITY HAS RULES
AND SOMEONE TO ENFORCE THEM

II. **Content:**

A. The teacher must be prepared to relate the original activities designed by the subgroups to the mainstream of the discussion of necessity for rules and enforcement. Examples drawn from the survey lists prepared by the class should be sought.

B. The teacher must be prepared to introduce the notion of the characteristics of a good rules enforcer, already prepared for in a previous lesson. (See SECOND WEEK — Second Day)

III. **Major Activities:**

A. Chairmen and recorders of the subgroups present their "Rainy Day Activities" as follows:

1. Give directions for playing
2. List the rules
3. Indicate who shall officiate
4. Have the class play the game or engage in the activity.

B. Guided discussion after all five activities are completed:

1. Which game did you enjoy the most?
2. Which game had the fairest rules?
3. Which game was enforced or officiated best?
4. What are the characteristics of a good official?
    - a. Tallest?
    - b. Strongest?
    - c. Smartest? (i.e. Knows the rules best)
    - d. Oldest?
    - e. Loudest?
    - f. Fairest?
    - g. Other

IV. **Assignment:**

Make a list of the skills that an enforcer of the community's rules must have in order to do the job fairly and efficiently. Remember that these rules involve the protection of life and property in all parts of the community. Decide whether it is harder to be an official who enforces community rules or one who enforces game rules.

V. **Resource Materials Suggested for this Lesson:**

Students are to supply what is necessary to play their games.

THIRD WEEK — Fourth Day

I. **Objectives:**

A. To emphasize the qualities needed by the law enforcement officer in our modern society.
B. To acquaint students with the actual local requirements for entering law enforcement.
C. To indicate the scope of the training necessary before a police recruit becomes a patrolman.

II. **Content:**

A. The teacher should be prepared to discuss the requirements that must be met by applicants for police training, in terms of —

1. Age
2. Education

3. Physical and mental proficiency
4. Character

B. The teacher should be prepared to transmit information concerning the local police training curriculum.

III. **Major Activities:**

A. Using an overhead projector or chalkboard, two listings are made. One is headed "Characteristics of an Enforcer of Rules" and the other is headed "Skills of an Enforcer of Rules." Items on these lists are drawn from the students, and should generally follow this pattern:

Characteristics	Skills
Good natured	Knows the rules
Intelligent	Trained observer
Fair minded	Proficient in self-defense
Physically fit	Good driver
Compassionate	Good speaker
Honest	Able to write clearly

B. The listings are compared with the requirements for sports officials and related to such requirements. It will be found that this relationship is to the "Characteristics," leaving the question of skills as a transition to a discussion of training programs, as follows:

1. Where does a sports official get his skills?
    a. Umpire schools
    b. Clinics for football officials
2. Is training in the skills of officiating necessary?
3. In the enforcement of community rules is a trained official desirable? What kind of training should he have?

C. The curriculum guide of the police academy is introduced and discussed. At this point handouts of sample pages of the guide are distributed in order that the students may see the extent of training required of police recruits. It is emphasized that the community cannot entrust the enforcement of its rules to untrained and unskilled officials.

IV. **Assignment:**

Students are to draw another cartoon strip, this time depicting a policeman putting some of his skills to use in a situation involving a juvenile. It is preferable that the cartoon situation deal with a policeman's assisting a juvenile rather than apprehending him.

V. **Resource Materials Suggested for this Lesson:**

A. Overhead projector, acetates, grease pencil
B. Police Academy Training Bulletin
C. Handouts of pages of Cincinnati Police Academy Training Bulletin (Appendix I).
D. Handouts of cartoon sheets.

THIRD WEEK — Fifth Day

I. **Objectives:**

A. To illustrate in simple form a typical day in police work, non-local.
B. To reinforce the analogy between enforcement of play rules and enforcement of community rules.
C. To evaluate the students retention of the week's information with a pop quiz.

II. **Content:**

A. The teacher should be prepared to discuss the characteristics and skills needed to enforce rules in any field of play activity and to relate such enforcement to community activities.
B. The teacher should be prepared to review briefly the main points brought out in the creation of "Rainy Day Activities." The necessity for rules, their enforcement, and penalties for infractions of the rules, should all be clarified.

III. **Major Activities:**

A. New cartoon strips are collected and promised to the Bulletin Board Committee for posting in the next class session.
B. A short, 10 minute film, "Policemen-Day and Night" (Charles Cahill Associates, Hollywood, California).
C. Pop Quiz No. 1
D. Cartoon sheet handouts.

Note: TWO STUDENTS MUST BE SELECTED AT THIS TIME TO ASSIST WITH THE NEXT LESSON. THIS SELECTION MUST BE KEPT SECRET FROM THE REST OF THE CLASS.

FOURTH WEEK — First Day

I. **Objectives:**

A. To introduce the idea of a need for enforcement authority in the school classroom.
B. To relate this need to the authority that initiates rules.
C. To discover means of enforcement and the discovery of infractions.

II. **Content:**

A. This lesson is based upon a listing of the rules in effect in the classroom.
B. The teacher should be prepared to discuss the origin of certain classroom rules. For example: those having to do with fire are a product of directives of the fire department, while others may have been initiated by the Board of Health, School Board, or Administrative Directive.

III. **Major Activities:**

A. Handouts of a listing of all the rules currently in effect in the classroom are distributed to all students. (By pre-arrangement, two students have been selected to keep detailed lists of all violations of these classroom rules during this particular classroom session. These lists are to be kept secretly as the period progresses.)

B. Guided discussion of the rules, with the following points being being drawn from the students:

1. The necessity for rules in a group situation such as a school classroom. In this discussion the notion of purpose of the group is introduced.
2. What authority initiates the rules of the classroom. Examination of the list helps indicate such initiating authority.
3. Within this classroom how are infractions of the rules discovered, and how are violations punished?

C. The secret recorders of infractions are now revealed. Their function is discussed. Are they "spies" or "plants" or "informers" or "undercover agents" of the authorities? What are some of the dangers of using "secret police" to record infractions of rules? Are there advantages to such methods?

IV. **Assignment:**

Students are to write a brief paper on the subject: "Who should enforce the rules of the classroom?"

V. **Resource Materials Suggested for this Lesson:**

A. Handout of classroom rules.

FOURTH WEEK — Second Day

I. **Objectives:**

A. To develop criteria for effective enforcement authority.

B. To relate these criteria for school rule enforcement to those that have been discussed previously with respect to home and play.

II. **Content:**

A. The teacher should be prepared to illustrate various methods by which school rules might be enforced within and without the classroom.

1. Classroom monitors
2. Open P. A. speakers, or other form of "bugging"
3. Student patrol, both visible and secret
4. Teachers

B. The teacher should be prepared to relate some ancient methods of enforcing rules in communities.

1. Hue and cry method
2. Sheriff's posse

3. Watch and ward
4. Vigilantes

III. **Major Activities:**

A. Students are asked to discuss their papers, by answering the question, "What did you say about enforcing rules in the classroom?"

B. Discussion is guided to the question of whether or not students can be expected to enforce the rules themselves. Yesterday's secret "agents" are asked to tell whether or not they would have time for study and participation in the business of the class while they were keeping track of infractions. Other methods of enforcement are discussed.

C. Students are asked to consider the necessity for delegating enforcement authority to someone else. Don't they depend upon the teacher to protect them and to see that the class is orderly?

D. The teacher relates the development of law enforcement to a school situation such as the protection of property in the classroom.

1. Should someone see property taken, he could raise a hue and cry, and all students and teacher could join in the chase.
2. The teacher could select a posse of able bodied boys to help him track down the culprit.
3. Students could take turns watching the property while other students worked at their lessons.
4. The strongest boys could form a vigilante gang to protect the property, but being the strongest they might be tempted to take over the class itself.

E. Guided discussion follows, emphasizing that —

1. The enforcement should not be the sole job of all, but should be delegated. (If all were policemen, who would do the other work of the world?)
2. The enforcement authority should be recognized by all, so that everyone knows where to go for assistance.
3. The enforcement authority should be in the hands of trusted officials because one of the results of enforcement is punishment.
4. Basic to the entire discussion, however, must be the nature of the rules to be enforced. Good enforcement of poor rules and poor enforcement of good rules can be equated. It is necessary, therefore, for the class to investigate the rules themselves.

IV. **Assignment:**

Students are to draw up a list of school rules, including corridor rules and playground rules.

V. **Resource Materials Suggested for this Lesson:**

None.

FOURTH WEEK — Third Day

I. **Objectives:**

A. To involve the students in the evaluation of school rules.

B. To involve the students in the creation of school rules.
C. To clarify the sources of rule-making authority.
D. To develop basic criteria for evaluating a rule and, by analogy, a law.

II. **Content:**

A. The teacher should be prepared to discuss the rules of the school in the following context:

1. Why were they initiated?
2. Who initiated them?
3. Do they serve a clear and justifiable purpose?
4. By what criteria can a rule be judged fair and equitable?

B. The teacher should be prepared to introduce the concept of rule modification by orderly procedures.

III. **Major Activities:**

A. A list of suggested school rules is compiled on the chalkboard. This is a composite list of all of the lists of the students.
B. A handout of actual, basic school rules is distributed for comparison. Students are asked to examine the printed rules and indicate those that should be discarded, modified, kept, or initiated, according to the list on the board.
C. Guided discussion concentrates on the following questions:

1. Why do you wish certain rules to be initiated?
2. Why do certain rules need to be changed?
3. Why do certain rules seem to need discarding?
4. By what means can we judge whether or not a rule is fair to all as well as necessary to the functioning of the school? The following are explained fully:

    a. It benefits the greatest number but does not discriminate.
    b. It is capable of enforcement.
    c. It is necessary for the achievement of the purpose of the society (group) instituting it.

D. An evaluation of the school rules is now begun, with students marking the "rules to be kept" according to the following code:

"B" — benefits but does not discriminate
"C" — capable of enforcement
"N" — necessary

IV. **Assignment:**

The evaluation of the school rules is to be continued as an assignment.

V. **Resource Materials Suggested for this Lesson:**

A. Handout of a list of basic school rules.

FOURTH WEEK — Fourth Day

I. **Objectives:**

A. To develop the concept of rule or law modification or initiation through appropriate legal methods.

B. To develop in students an awareness that channels exist for the modification or initiation of school rules.

C. To begin an action program to have a rule changing procedure clarified.

II. **Content:**

A. The teacher should be prepared to continue the discussion of school rules.

B. The teacher should be prepared to transmit or have transmitted information concerning student government or other student-administration channels of communication.

III. **Major Activities:**

A. A discussion of rules that do not receive a full evaluation of B-C-N is held.

B. Before the evaluated list of school rules is collected, students are asked to decide upon one rule that needs modification or initiation. This rule may be selected by vote of the class. It is written on the chalkboard in order that its wording may be seen and agreed upon by all.

C. Methods of changing rules are discussed. If possible, a member of Student Council or Student Government describes the procedures followed in the school for presenting recommendations of rule changes to the administration.

D. Guided discussion of rule changing procedures is held. This discussion is related to lawmaking by the teacher.

E. A chart, depicting the channels of lawmaking, from initiation to enactment is handed out.

IV. **Assignment:**

Students are to prepare a written recommendation for rule-changing procedures in the school, relating them as closely as possible to the chart, and involving students, faculty, and administration.

V. **Resource Materials Suggested for this Lesson:**

A. Handout of law initiation-and-enactment chart.

FOURTH WEEK — Fifth Day

I. **Objectives:**

A. To develop some understanding of the individual's involvement in lawmaking procedures.

B. To re-emphasize the characteristics of a good rule —

1. Necessary
2. Equitable
3. Enforceable

II. **Content:**

A. The teacher should be prepared to illustrate how single individuals have been responsible for changes in laws. Many examples can be drawn from Supreme Court cases of individuals who refused to accept poor rules/laws that infringed upon their rights.

B. The teacher should be prepared to introduce the idea that knowledge of the rules is the first requirement of those who are going to enforce the rules.

III. **Major Activities:**

A. A composite brief is prepared by the class, devoted to procedures for changing school rules, as follows:

1. A chairman for the day is selected by the class.
2. The chairman is assigned the task of selecting a committee to help him prepare the brief.
3. Discussion of the assignments of the previous day is held, and then these papers are submitted to the committee.
4. Chairman and committee are permitted to work apart from the regular class, possibly in the school library, in drawing up the brief, which will be submitted to the Student Council or Faculty Rules Committee for a reaction.

B. In the time remaining, students are permitted to prepare a cartoon strip for the Law Enforcement Comic Book. The theme of this strip is knowing the law. The situation should depict what happens when a citizen breaks a law. Students may depict any kind of law enforcement they wish in their cartoon, from hue and cry to modern policing.

IV. **Assignment:**

The class is asked to compose a list of community activities they observe between this class and their next meeting here. It is emphasized that the list should include the activities of adults as well as juveniles. Unfinished cartoons must be finished, as well.

V. **Resource Materials Suggested for this Lesson:**

A. List of Supreme Court cases for illustration or brief anecdote that tells of a single individual's success in having a poor law changed.

B. Cartoon sheet handouts.

FIFTH WEEK — First Day

I. **Objectives:**

A. To have students discover the complexity of the community in which they are living.

B. To indicate the disorder that can arise in a smaller community, such as a classroom, when no enforcement authority is present.

II. **Content:**

A. The teacher should be prepared to discuss the meanings of order and disorder, with respect to groups. He should be prepared to extend these meanings to the wider community, and illustrate his points with examples of disorderly societies.

1. Panic in a burning building, for example.
2. The breakdown of authority in a riot.
3. Disorder at a theater featuring a live performance by a musical group idolized by adolescents.

B. The teacher should be prepared to discuss the psychology of a crowd in an unstructured and disorganized situation.

III. **Major Activities:**

A. The group listens to and discusses accounts of activities observed in the community, and they are drawn into a discussion of the complicated inter-relationships of the people who live, work, and play in this social setting. The teacher relates community life in its simplest forms to the classroom situation, with its many activities and inter-relationships.

B. By pre-arrangement, the teacher is called from the room. He closes the door and waits outside until the class becomes noisy and disorderly. Then he returns to the classroom and restores order.

C. Guided discussion on the following points:

1. What was the development leading to disorder?
    - a. Observation that teacher was missing
    - b. Rejection of responsibility for order on some parts
    - c. Following rather than opposing on some parts
    - d. Definite leadership to disorder on some parts
2. What would happen in the larger community, which has been seen to be a complex interweaving of activities, if the law enforcement authority would suddenly disappear?
3. What are the responsibilities of each individual for preserving law and order?
4. What are the responsibilities of the police in community living?

D. Students are assigned a short paper on the topic, "Why do people break the law?" They are told to base the paper on the accounts of community activities and on what they have learned of the reasons for rules in all areas of human life. They may begin outlining their papers in class.

E. Bulletin Board Committee may finish posting the new cartoons.

IV. **Assignment:**

Students are to complete their short papers on the topic —

"Why do people break the law?"

V. **Resource Materials Suggested for this Lesson:**

None.

FIFTH WEEK — Second Day

I. **Objectives:**

A. To examine student opinions as to why people break laws.

B. To emphasize the meaning of property rights and the right to be safe from bodily harm.

C. To point up once again the necessity for trained law enforcement officials to protect the weak, the innocent, the helpless, and those occupied with other highly important work in a civilized community.

II. **Content:**

A. The teacher should be prepared to discuss the socio-psychological factors involved in lawbreaking. Such factors would include:

1. Deprivation of all kinds
2. Hostility toward the mainstream of society
3. Transfer of hostility toward parent, family, boss, etc. to aggressive striking out at others
4. Kicks
5. Lack of understanding of the seriousness of the law
6. Others

B. The teacher should be prepared to refer to former lists derived in this class of characteristics and skills required of law enforcement officers.

III. **Major Activities:**

A. Selected students, who have indicated some adverse reaction to police during discussions, are asked to summarize the contents of their papers (or read the papers.)

B. Guided discussion concerning the reasons for lawbreaking is held, with the following questions being asked:

1. Do people have a right to threaten or harm the property or lives of others?
2. Does good law enforcement restrict the freedom of the law abiding citizen, or does it free him from the threats and dangers of the lawbreaker?
3. Are most people law abiding?

C. The lists of characteristics and skills of a law enforcement officer are reintroduced. Students are asked to refer to these lists for the next assignment.

IV. **Assignment:**

Students are to write at least three "Questions I would like to ask a policeman."

V. **Resource Materials Suggested for this Lesson:**

A. Overhead projector

B. Overhead projection of chart, with two lists: (1) Characteristics and (2) Skills. This list has been prepared from previous discussions. (See THIRD WEEK — Fourth Day).

FIFTH WEEK — Third Day

I. **Objectives:**

A. To introduce a practicing policeman into the class setting.

B. To familiarize students with the symbols of police authority.

C. To enable students to ask questions of a police officer.

II. **Content:**

A. The resource officer is, at some previous time, presented with an outline of material to be covered, as follows:

1. His police duties and the symbols of his authority.
2. The organization of the police department.
3. The work of police in contributing to the well being of the community. (Service of all kinds, finding lost children, directing traffic.)

B. The police officer is alerted to the fact that the students will be asking prepared questions.

III. **Major Activities:**

A. A police officer, in uniform, makes an unannounced visit to the classroom; he is introduced by the teacher.
B. The officer delivers a prepared talk describing his duties, the symbols of his job (uniform, badge, revolver, stick, car), and the organization of the police department by major areas (such as juvenile, crime bureau, traffic, and others.) The officer closes by describing little known or appreciated services provided the community by the police department.
C. A question period follows the talk.
D. If possible, the presentation is taped for future reference.

IV. **Assignment:**

Students are asked to write a brief (only a paragraph or two) paper on the topic: "The most interesting part of the policeman's talk was . . . . "

V. **Resource Materials Suggested for this Lesson:**

A. Tape recorder
B. Any materials supplied by the officer.

FIFTH WEEK — Fourth Day

I. **Objectives:**

A. To make students aware of the complexity of modern law enforcement.
B. To introduce the concept of scientific police methods.
C. To change the image of the policeman from "the man in the car" to "the symbol of a highly trained, efficient organization."

II. **Content:**

A. The teacher should be prepared to describe the local police organizational structure.
B. The teacher should be prepared to describe technological advances that enable police to control traffic and crime in the local community. Such technology includes:

1. Rapid means of communication
2. Crime laboratories
3. Data processing

4. Polygraph
5. Fingerprinting, voiceprinting, artist's drawings

C. The teacher should be prepared to outline briefly the cooperation among local, state, and Federal law enforcement agencies.

III. **Major Activities:**

A. Handouts of a city map are distributed to all students. The various patrol areas, districts, or precincts are indicated on the map. (Appendix K.)

B. Students are asked to estimate the number of streets, the number of miles to patrol, the number of people protected in each area. The massive nature of the job to be done by the law enforcement agency is pointed out.

C. Handouts of the organizational structure of the local police department are distributed to all students. (Appendix L)

D. Students are reminded of the officer's presentation, and various bureaus are indicated, as he mentioned them. Guided discussion is used to bring out the following points:

1. That each bureau has distinct responsibilities.
2. That each bureau is constantly improving its methods and technology.

E. A tape recording of local police calls is played. (This may be a disk reproduction.) An explanation of the calls is made by the teacher, or, if possible, by a student familiar with the communications system and its codes.

F. A listing of other scientific devices used in police work is drawn from the students.

IV. **Assignment:**

Students are to clip newspaper articles that illustrate police in action. Where possible, students are to indicate what kind of scientific device might play a part in the situation described in the news article.

V. **Resource Materials Suggested for this Lesson:**

A. Handout maps of the city, with patrol areas marked.
B. Handout organizational charts of the local police department
C. Tape recorder or phonograph
D. Tape or disk of local police calls.

FIFTH WEEK — Fifth Day

I. **Objectives:**

A. To continue to emphasize the modern technological means of traffic and crime control.
B. To introduce the conception of citizen responsibility in the area of law enforcement.

II. **Content:**

A. The teacher should be prepared to refer students to sources of information concerning modern law enforcement.

B. The teacher should be prepared to give examples of the benefit to each individual of cooperation with the law enforcement agency in its protective mission and function. Such examples would include:

1. The policeman cannot be everywhere at once.
2. Crimes are committed against people like you — people must help protect each other or might rules over right.
3. The power of unchecked criminals is more terrorizing, enslaving, and savage than depicted in motion pictures and on television.

III. **Major Activities:**

A. Students present and discuss the various clippings they have collected, indicating —

   1. The community rule that was violated.
   2. Scientific means that might have been employed to track or apprehend the violator.
   3. The possible outcome of guilt in such a case. (The teacher may wish to refer to **Teenagers and the Law** for this discussion.)

B. Handouts of F.B.I. materials pertaining to law enforcement are distributed, to meet the need for more information on scientific law enforcement.

C. Guided discussion is held to elicit from the students ideas of how individual citizens may help in the job of law enforcement in the community. It is indicated by the teacher that the job requires the cooperation of all citizens.

IV. **Assignment:**

Students are to complete one final cartoon, write a short verse, or a short story (only one of these per student, not all three) on the topic —

HOW A CITIZEN CAN HELP THE POLICE

V. **Resource Materials Suggested for this Lesson:**

A. Various F.B.I. printed matter.
B. Handout cartoon sheets.

SIXTH WEEK — First Day

I. **Objectives:**

A. To summarize the job of the individual policeman.
B. To review high points of the unit

II. **Content:**

A. The teacher should be prepared to discuss the basic theme of the unit, as follows:

   1. Behavior is controlled by natural and man-made rules.
   2. Natural rules need no human enforcement.
   3. Man-made rules, necessary for the safety and order of society, require enforcement, whether in the home, at play, in school, or in the community.
   4. The enforcer of the rules must be selected and trained.
   5. In the modern society the law enforcement agency must be highly organized and use modern methods.

6. The individual citizen, as at home, at play, and at school, must cooperate with the officials in order to achieve full protection in the modern community.

B. The teacher should be prepared to answer questions pertaining to all aspects of law enforcement covered in this unit.

III. **Major Activities:**

A. The cartoons are collected and turned over to the Bulletin Board Committee.
B. The movie, "Profile in Blue" (approximately 25 minutes) is shown to the class.
C. Guided discussion is in the nature of review of the necessity for rules and rule enforcement, in light of the message of the film.

IV. **Assignment:**

Students are informed that the week's project will be the preparation of a bulletin board display for other classes to view. They are to begin collecting materials in the following areas:

1. The policeman's symbols of authority (badge, gun, etc.).
2. The policeman's daily routine.
3. The policeman's education and training.
4. Scientific methods of police work.
5. The policeman's contribution to the community.

V. **Resource Materials Suggested for this Lesson:**

A. Movie projector.
B. Film: "Profile in Blue"

SIXTH WEEK — Second Day

I. **Objectives:**

A. To involve the class in a project designed to reinforce and review the learning during this unit.
B. To encourage group discussions of the unit.

II. **Content:**

A. Teacher acts as resource person as needed.

III. **Major Activities:**

A. The class is divided into five display committees and each is assigned one of the display topics listed in the previous assignment.
B. Chairmen are chosen for each committee by the committee members.
C. As working committees, these groups now plan and begin to gather materials for their portion of the final display. (It is pointed out by the teacher that items are to be captioned, mounted, and handled as artistically as each group wishes.)

D. When bulletin board display is completed, chairmen will be called upon to describe the intent of each committee's contribution, thus each chairman is given command of his group's activities.
E. Bulletin board preparation continues until end of period.

IV. **Assignment:**

Each group is to add to its display materials.

V. **Resource Materials Suggested for this Lesson:**

A. Mounting materials, thumbtacks, and other items needed.

SIXTH WEEK — Third Day

Completion of bulletin board.

Students are informed that there will be a unit test on the final day of this week.

SIXTH WEEK — Fourth Day

I. **Objectives:**

A. To describe the display project.
B. To clarify any parts of the unit before the final evaluation.

II. **Content:**

A. All outlines and notes will serve as review content for this lesson.
B. The teacher should be prepared to describe the nature of the test without revealing its specific content.

III. **Major Activities:**

A. Committee chairmen give their presentations describing their portion of the display and the intent of that portion.
B. If possible, these presentations are taped for use with the display at a future date.
C. Guided discussion of the unit is held. This discussion is for the purpose of review.

IV. **Assignment:**

Study for the test.

V. **Resource Materials Suggested for this Lesson:**

A. Tape recorder
B. Study outline, if desired.

SIXTH WEEK — Fifth Day

I. **Objectives:**

To provide evaluation information with respect to students' learning during this unit.

II. **Content:**

No additional content.

III. **Major Activities:**

Unit Text is administered to all students.

IV. **Assignment:**

None.

V. **Resource Materials Suggested for this Lesson:**

Unit Test.

END OF THE UNIT

APPENDIX A

Situation No. 1

Roles: mother, father, sister, brother

John, who is two years younger than his sister, Pat, has his first bicycle. John wants to ride the bicycle to school. Mother does not want John to ride it on busy streets to get to school. Pat is not allowed to ride her bicycle to school, even though she has had it for several years. Father, who is a traffic policeman, is asked to make a decision.

At the end of the scene there is supposed to be a rule about bicycles in this household.

Situation No. 2

Roles: mother, father, sister, brother

The children are preparing to go skating after eating their evening meal. Mother reveals that there are two dollars missing from her purse. Ben, the son, feels that he is always accused of everything that goes wrong in the house. His sister, Sue, is seldom a problem at home.

Mother tries to explain to the children why there have to be rules concerning the family money. When father comes home he talks to each child privately in order to find out who took the money. Father tries to explain why there must be punishment for the guilty party.

READ CAREFULLY. YOU MAY BE CALLED UPON TO PLAY ONE OF THE PARTS.

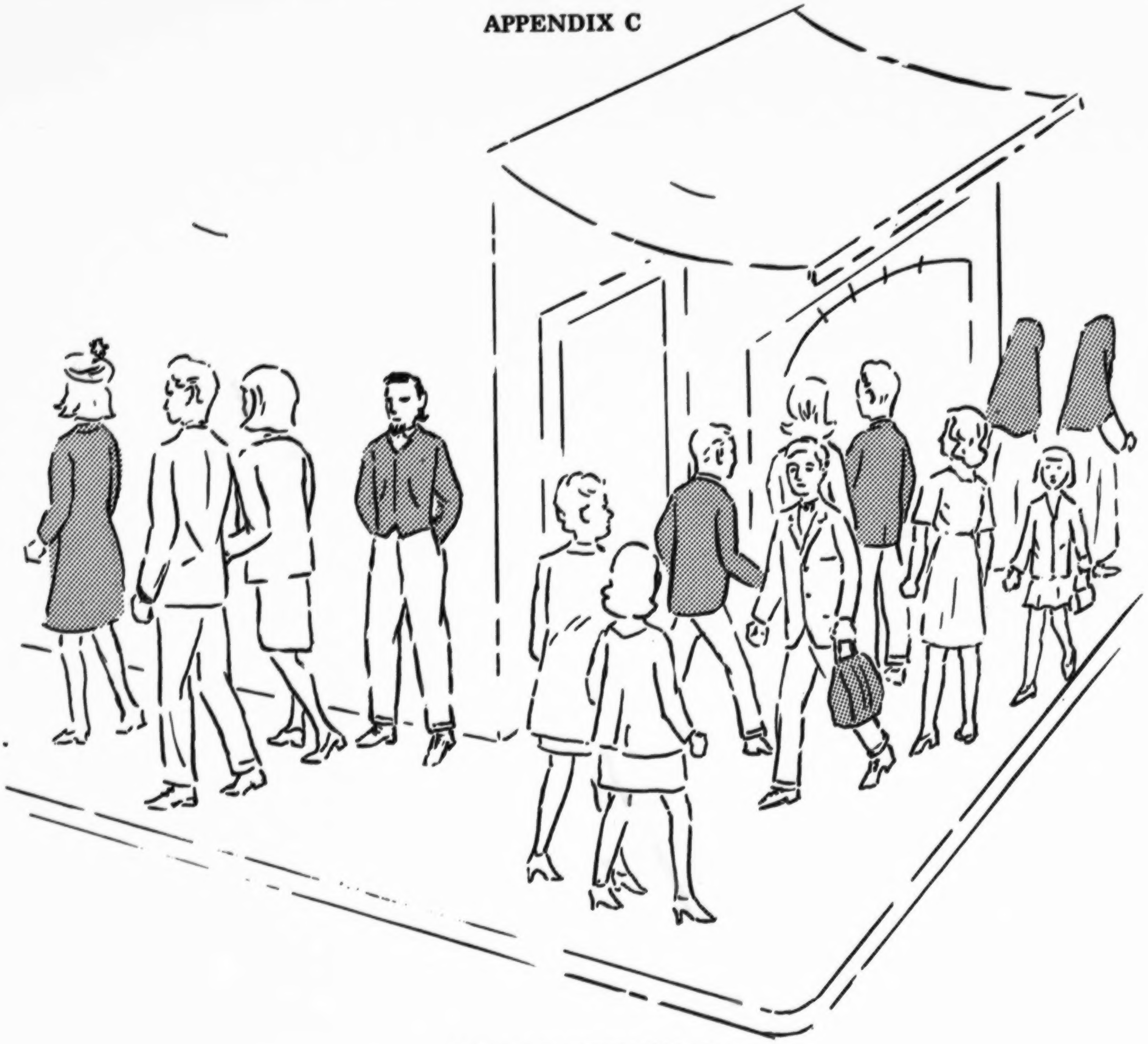
APPENDIX B

A. List the rules that govern your own household.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

B. In the space below tell how such rules are enforced at home.

APPENDIX C



COMMUNITY RULES

APPENDIX D

A Chart of Necessary Community Rules

Rules needed to get people from place to place

1. No standing or parking in certain places during rush hours.
2.
3.
4.
5.
6.
7.

Rules needed to provide freedom from danger

1. Firearms may not be discharged within the city limits.
2.
3.
4.
5.

Rules needed to give dependable order to daily life

1. Citizens may not trespass on private property.
2.
3.
4.
5.
6.
7.

APPENDIX E STATISTICAL REPORT ON CRIME IN COMMUNITY GRADE 7

City	State	Year	Murder Non-negligent Manslaughter	Robbery	Aggravated Assault	Burglary Breaking or Entering	Larceny $50 & Over	Auto Theft
Cincinnati	Ohio	1963	33	291	661	2,358	1,469	1,025
		1964	38	457	702	2,764	1,709	1,088
Baltimore	Md.	1963	142	1,257	1,893	4,833	4,948	3,793
		1964	144	1,385	2,595	4,793	5,007	4,174
Chattanooga	Tenn.	1963	24	114	99	1,855	354	329
		1964	21	95	121	1,713	346	312
Columbus	Ohio	1963	17	456	630	4,389	2,458	1,364
		1964	25	470	593	4,688	2,576	2,088
Detroit	Mich.	1963	125	4,608	4,496	16,963	5,724	8,418
		1964	125	4,739	3,792	15,839	6,169	9,610
El Paso	Texas	1963	10	97	251	2,220	683	882
		1964	5	132	261	2,544	786	1,098
Indianapolis	Ind.	1963	40	864	392	5,035	2,384	2,910
		1964	45	1,142	502	5,280	2,493	3,259
Los Angeles	Calif.	1963	200	6,325	8,655	41,011	23,700	16,855
		1964	177	6,740	8,900	43,362	26,453	19,532
Louisville	Ky.	1963	46	565	362	3,798	3,135	1,436
		1964	44	553	399	3,983	3,708	1,841
Milwaukee	Wis.	1963	24	235	422	2,233	3,353	2,488
		1964	29	245	442	2,324	3,938	2,936
Minneapolis	Minn.	1963	10	723	282	5,082	2,954	2,174
		1964	17	806	499	6,877	8,260	2,703
Mobile	Ala.	1963	21	141	215	1,972	700	537
		1964	17	158	318	3,039	961	588
New Orleans	La.	1963	61	948	778	5,535	2,967	4,650
		1964	82	1,289	1,074	6,970	4,455	5,604
New York	N.Y.	1963	548	6,823	13,025	42,775	67,931	27,174
		1964	636	7,988	14,831	45,693	70,348	32,856
Pasadena	Calif.	1963	6	84	153	1,322	804	296
		1964	3	108	230	1,538	913	477
Philadelphia	Pa.	1963	125	2,429	4,172	12,189	4,449	5,603
		1964	188	2,753	4,404	12,869	4,443	6,996
Pittsburgh	Pa.	1963	23	1,011	540	4,996	3,359	4,721
		1964	41	1,132	759	5,777	3,427	5,281
St. Louis	Mo.	1963	100	2,098	2,087	11,865	3,407	4,986
		1964	120	2,202	2,054	13,463	2,767	5,837
San Francisco	Calif.	1963	42	1,554	1,569	8,461	3,087	7,122
		1964	51	1,708	1,653	9,974	3,663	7,161
Washington	D.C.	1963	95	1,707	2,851	6,984	3,140	3,465
		1964	132	2,279	2,605	8,910	3,518	5,392

APPENDIX F

It is suggested that this test be of short duration and composed of short answer, completion type items. Although the authors do not presume to suggest standardization of such a test, since various classes will present varying situations, a set of sample quizzes and tests will be made available upon request. *

Rationale for this Test

At this point, after two weeks of a new and probably very different kind of unit, it will be necessary to make the students aware that evaluation and grading are as much a part of this unit as they are of the standard curriculum unit. While it is not expected that grades will be the only incentive for students who are studying this unit, it should be evident that this form of incentive cannot be ignored. Teachers, therefore, should be prepared to evaluate all participating students as they are normally evaluated.

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* These samples are composites of quizzes and tests given during the experimental phase of the curriculum unit development.

APPENDIX G

Cartoon

APPENDIX H

A "Rainy Day" Activity
(Recording Sheet)

Rules of this activity

1.
2.
3.
4.
5.
6.
7.

Penalties for infractions of above rules

Rule	**Penalty**
No. 1	
No. 2	
No. 3	
No. 4	
No. 5	
No. 6	
No. 7	

How the rules will be enforced (explain below)

APPENDIX I

A SAMPLE WEEK FROM THE POLICE TRAINING MANUAL

	8:00 - 8:50	9:00 - 9:50	10:00 - 10:50	11:00 - 11:50		1:00 - 1:50	2:00 - 2:50	3:00 - 3:50	4:00 - 4:50
MONDAY	Introduction of New Recruits Discussion of Field Assignment Observation	Spelling Quiz No. 3	Arrest Search and Seizure			Functions of Social Agencies	First Aid		
TUESDAY	Physical Training Self-Defense Judo		Arrest Search and Seizure			Preliminary Crime Scene Search		Preliminary Crime Scene Search	
WEDNESDAY	Composite Exam. No. 4	Probable Cause to Arrest		Exam. Review		First Aid		Preliminary Crime Scene Search	
THURSDAY	Physical Training Self-Defense Judo		Due Process of Law and Criminal Interrogation			Juvenile Bureau Functions and Reporting Procedures		Theory and Treatment of Juvenile Offenders	
FRIDAY	Police and Juvenile Attitudes		Police and Juvenile Attitudes			First Aid		Juvenile Court Code	

APPENDIX J

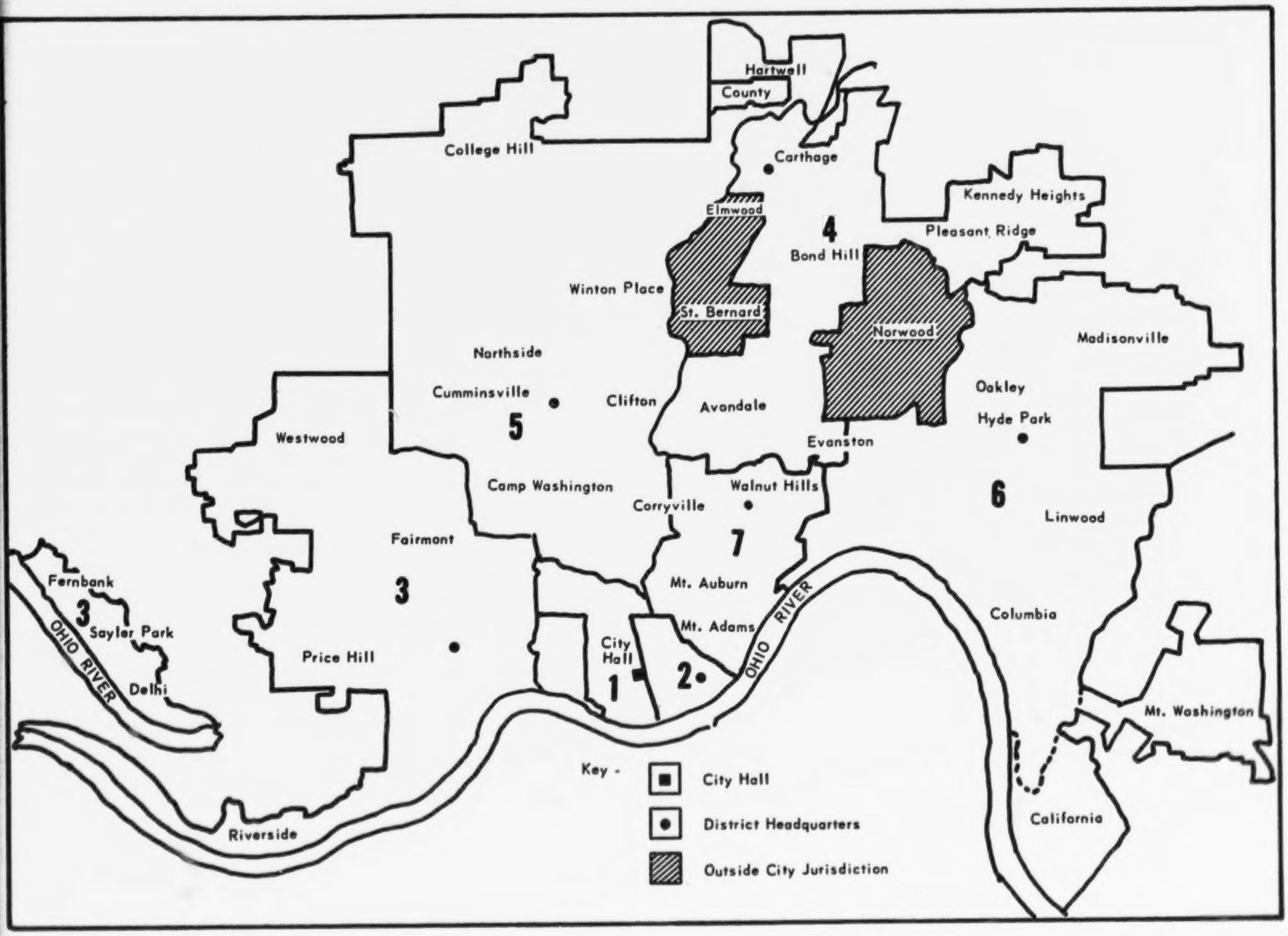
The "pop quiz" called for at this point is used to emphasize the transition to a concentration on the policeman and the police agency.

The nature of the quiz should depend upon the nature of quizzes given previously in this particular class. It should not be a completely new or different experience for the student. Thus, if such evaluation has been customarily oral in nature, so should this quiz be oral. If brief, objective, and quickly scored, then this quiz should also follow such a pattern. Here again the teacher is the best judge of the best method to use at this point.

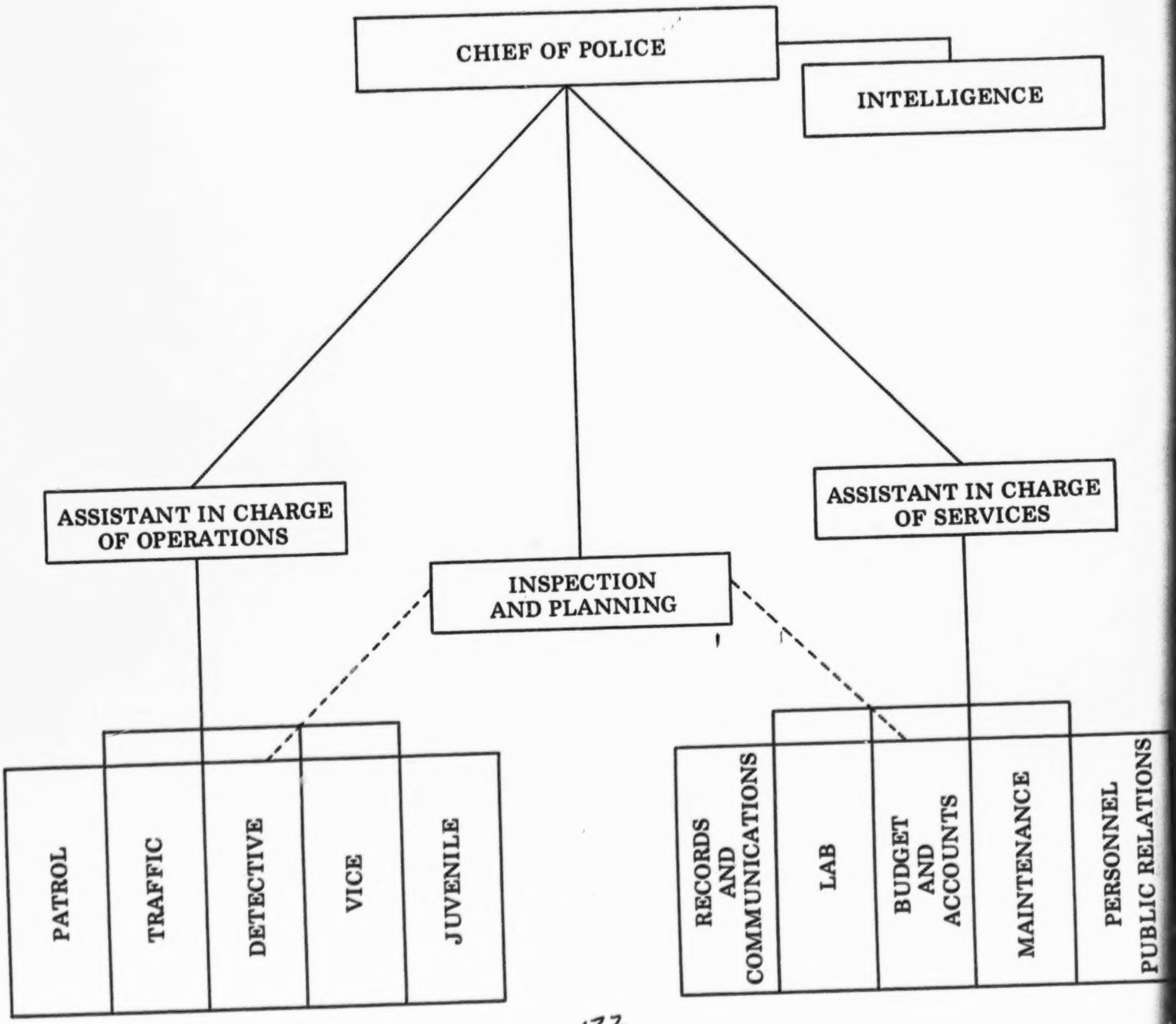
APPENDIX K

POLICE DISTRICT MAP

CINCINNATI, OHIO


Hartwell
County
College Hill
Carthage
Kennedy Heights
Elmwood
4
Pleasant Ridge
Bond Hill
Winton Place
St. Bernard
Norwood
Madisonville
Northside
Oakley
Cumminsville
Clifton
Avondale
Hyde Park
5
Westwood
Evanston
Camp Washington
Walnut Hills
6
Corryville
Linwood
Fairmont
7
Fernbank
3
Mt. Auburn
Columbia
3
Sayler Park
Mt. Adams
Price Hill
City Hall
1
2
OHIO RIVER
Delhi
OHIO RIVER
Mt. Washington
Riverside
California
Key -
City Hall
District Headquarters
Outside City Jurisdiction

APPENDIX L


CHIEF OF POLICE
INTELLIGENCE
ASSISTANT IN CHARGE OF OPERATIONS
INSPECTION AND PLANNING
ASSISTANT IN CHARGE OF SERVICES
PATROL
TRAFFIC
DETECTIVE
VICE
JUVENILE
RECORDS AND COMMUNICATIONS
LAB
BUDGET AND ACCOUNTS
MAINTENANCE
PERSONNEL PUBLIC RELATIONS

THE WORLD OF GAMES

Grade 8

Daily Lesson Plans
Six Week Unit

FIRST WEEK — First Day

I. **Objectives:**

A. To introduce a completely unstructured group activity into the classroom setting.
B. To encourage students to discover the necessity for rules in a group game.
C. To introduce a group game with unfair rules into the classroom setting.
D. To encourage students to discover the need for fairness in the rules that govern a group activity.

II. **Content:**

A. The teacher should be prepared to discuss the necessity for rules that govern the activities of two or more people in a social relationship, such as a game. Casual references should be used to transfer this concept to —

1. Family relationships and the rules of the home.
2. Organized games and the rules of play.

B. The teacher should be prepared to discuss the difference between fair and unfair rules. Casual references should be made to such historical examples as the following:

1. Rules that discriminate between royalty and subject.
2. Rules of totalitarian states.
3. Rules that discriminate because of race or religion.
4. Others.

III. **Major Activities:**

A. A game called "Ball" is played to introduce students to the World of Games. The game is played as follows:

1. The teacher announces that this day's class will be somewhat different, that today a game will be played, a game without a name that will be called "Ball" until the students think of a better title.
2. The teacher produces, from a bag, an assortment of balls (tennis ball, whiffle ball, partially inflated volleyball, ping pong ball, etc.).
3. The teacher announces that the game will terminate in ten minutes, and makes an elaborate show of producing an alarm clock or stop-watch for timing purposes.
4. The winner of the game will receive a suitable prize, the teacher announces.
5. Once the game begins, the teacher warns, no participant will be permitted to ask a question.
6. The teacher now presents a ball to each of several students about the classroom, then announces "Go" in a loud, commanding voice.
7. In rapid order the teacher encourages the class to hurry, urges those not in possession of the ball to get in the games, writes Score on the chalkboard, and attempts to create free action among the students.
8. As time runs out, the teacher calls "Halt" or "Stop."

B. Guided discussion is based upon the following questions:

1. Who won? Are those in possession of the ball the winners, or are those not in possession of the ball the winners? Why can't we tell?
2. What can be done to improve the game? Can a game be played without rules?

3. What do you think would have happened if we had used money instead of balls? (i.e. If students had been given five dollar bills, and there had been no rules to the game?) Would the value of the possession increase the need for rules?

C. A game called "Money" is now introduced into the classroom, as follows:

1. The teacher announces that as a reward for a good discussion a new game will be played.
2. The game of "Money" will be played with the money that each student has in his pocket or purse, and it will be played with very definite rules. (If a student has no money, he is given a penny by the teacher.)
3. The game of money will be divided into two parts, the teacher announces. In Part I, at the word "Go!" all money is to be passed to the tallest student in the row. In Part II all of the money is to be passed to the student who has collected the most money in Part I.
4. The person holding all of the money at the end ot the game will be declared the winner.
5. The teacher repeats these rules, if necessary, and then announces that they will be discussed before the game is played.

D. Guided discussion is based upon the following questions:

1. Are all students treated fairly by the rules of the game?
2. If the game were played, how would the students who were not favored by the rules probably feel?
3. What improvements could be made in the game called "Money?"
4. In playing any game, is there a necessity for fair rules?
5. Do unfair laws seem like unfair rules? The divine rights of kings, for example. The laws of Germany, 1932-45. Others.

IV. **Assignment:**

Often the rules of games have been changed over the years as it was discovered that they were unfair. By questioning parents, athletes, or coaches see if you can find some examples of such changes that have been made in an organized sport.

V. **Resource Materials Suggested for this Lesson:**

A. Various play balls, as indicated.
B. Alarm clock
C. Pennies
D. Possibly a whistle to signal the start and stop of a game.

FIRST WEEK — Second Day

I. **Objectives:**

A. To introduce a group game with inconsistent rules that change at the whim of the leader.
B. To encourage students to discover the need for standard, formal methods of modifying rules.

II. **Content:**

A. The teacher should be prepared to discuss the characteristics of good laws, emphasizing that they are —

1. Fair
2. Consistent
3. Promulgated
4. Capable of modification through standard, formal procedures.

B. The teacher should introduce the concept of penalties for infractions of rules.

III. **Major Activities:**

A. Preliminary discussion of the assignment topic.

B. The teacher introduces a new game called "Chalk", the rules of which are spelled out clearly as follows:

1. In "Chalk" there are two teams of seven students each, with the remainder of the students acting as spectators who will analyze the game.
2. The purpose of the game is to pass a piece of chalk from the head of the line to the end of the line and back again.
3. The team that passes the chalk the entire route first will be declared the winner.
4. The rules are repeated, if necessary. It is emphasized that these are definite rules, and that they are fair to all persons concerned.

C. The student at the head of each line is given a piece of chalk and, on the word "Go!" the chalk is passed. Before the game can be completed, however, the teacher says, "Stop!"

D. The teacher explains that he forgot to tell the teams that the chalk must be passed with the left hand only.

E. The game begins again, and is halted almost immediately. This time the teacher announces that the game is conducted with the eyes closed.

F. The teacher continues this routine, changing the rules before any game can be completed, until the students object. At this time, the teacher calls a halt to the experiment, and students return to their seats.

G. Guided discussion is based upon the following questions:

1. What is the matter with this game? Are the rules unfair?
2. Can a game be successful, if the rules keep changing at the whim of the leader?
3. If rules need changing, when and how should this be accomplished? (Are sports rules changed in the middle of a game?)
4. Should rules be standardized, in writing, and known to all participants?
5. If laws are considered to be the rules of a society, what can we say about laws from the experience of our three games?

IV. **Assignment:**

The class is divided into four groups, (I, II, III, IV), and the following tasks are assigned:

Group I — Draw up a list of rules for the game called "Ball."
Group II — Draw up a list of penalties for infractions of the rules in the game of "Ball."
Group III — Draw up a list of rules for the game called "Chalk."
Group IV — Draw up a list of penalties for infractions of the rules of the game of "Chalk."

V. **Resource Materials Suggested for this Lesson:**

A. Two pieces of chalk
B. Possibly a whistle to start and end the game.

FIRST WEEK — Third Day

I. **Objectives:**

A. To introduce the concept of the punishment fitting the crime.
B. To play games by the rules of the students.
C. To transmit information concerning the rules of major organized games.

II. **Content:**

A. The teacher should have some familiarity with the concept of penalties for rules infractions. The rationale of punishment should include:

1. Punishment as retaliation (not true in sports, since the penalty is not imposed by an opponent.)
2. Punishment as deterrence (true in sports, since the threat of penalty deters potential infractors.)
3. Punishment to reform the wrongdoer (sometimes true in sports).
4. Punishment that penalizes a whole group for the infractions of an individual (true in sports, since the penalty applies to the team as a whole in most cases).

B. The teacher should be prepared to transmit information on four major American games: football, baseball, basketball, and volleyball.

III. **Major Activities:**

A. Guided discussion of the assignment of the previous day, emphasizing that Groups II and IV actually had to know the rules of Groups I and III in order to determine proper penalties. The following points should be made:

1. Suppose a judge in a court of law assigned penalties without knowing the laws themselves . . . .
2. In assigning penalties, does the nature of the rule that is broken help determine the penalty assessed?
3. Should the punishment fit the crime?

B. A student from Group I and a student grom Group III are picked at random. Each student presents his rules for his game to the class. These rules are abbreviated on the chalkboard.
C. Groups II and IV assign penalties to each rule. These are also abbreviated on the chalkboard.
D. Two teams are now selected to play "Ball" according to the student rules. (At this point, the teacher asks who is to decide when an infraction has occurred. This discussion continues until students "discover" the need for an official or enforcement person.)
E. An official or officials being appointed, the game takes place.
F. Two selected teams now play a game of "Chalk" according to student rules.

G. Guided discussion is held, analyzing what has taken place, as follows:

   1. A game was played according to rules.
   2. An official enforced the rules.
   3. Penalties were, or could have been, assigned according to predetermined decisions of the nature of the rule and its penalty.
   4. A winner has been declared, and the game was probably enjoyed by the participants.

H. The teacher points out that these are the basic characteristics of all games, including the major sports activities of the country.

IV. **Assignment:**

Students are grouped once more into their four groups. They are to list the most important rules of the following sports:

Group I — Football
Group II — Baseball
Group III — Basketball
Group IV — Volleyball

These lists are to include only those rules designed to control the behavior of the players (i.e. rules for which there are penalties).

V. **Resource Materials Suggested for this Lesson:**

A. The game balls used on the first day of the week.

B. Official rule books of the following sports:

   1. Football
   2. Baseball
   3. Basketball
   4. Volleyball

FIRST WEEK — Fourth Day

I. **Objectives:**

A. To emphasize the concept of rules and penalties by examining their use in popular team games.

B. To introduce the concept of law as a set of rules in the game of "life."

II. **Content:**

A. The teacher should be prepared to transmit information on the rules and penalties of the four major sports under discussion.

B. The teacher should be prepared to introduce the concept of law in the context of rule and penalty, as follows:

   1. Vehicle law
   2. Pedestrian law

III. **Major Activities:**

A. A guided discussion is held, with the four major sports as topics. This discussion is limited to those rules for which penalties are assigned. The most drastic penalties are noted, as well as those that do not seem to be drastic enough. Examples:

1. Most drastic — expulsion from a game
2. Not drastic enough — free throws for a deliberate foul in the concluding seconds of a basketball game.

B. A tape recording of a star athlete is played. In the recording the athlete points out the necessity for rules in a game.

C. The teacher displays the rulebooks for the various major sports and then adds to them a copy of Teenagers and the Law, which is identified as a kind of rule book in the game of life.

D. The teacher introduces the notion of such games as "Let's drive across town" and "Let's cross a street downtown," as follows:

1. Actually there are many games of life. For example: there is a game called "Let's drive across town."
2. We begin this game when we get into an automobile with our parents or with a friend.
3. The object of the game, of course, is to arrive at our destination.
4. What are the rules of the game?

E. Guided discussion is held — with a chalkboard listing — of the rules of two games, "Let's drive across town," and "Let's cross a street downtown."

IV. **Assignment:**

The students are informed that they will have a brief, objective quiz on the following day. This quiz will not cover the specific rules of any sports, but will pick out some of the concepts that were discovered during the past week.

Students are to find in their newspapers at home articles that specify a rule of the game of life. (i.e. an article pertaining to some life rule that controls behavior.) These are not called "laws" for this assignment. Clippings are to be brought into class.

V. **Resource Materials Suggested for this Lesson:**

A. Tape recorder or phonograph.

B. Master tape for this unit with recording of —

Oscar Robertson, professional basketball star

FIRST WEEK — Fifth Day

I. **Objectives:**

A. To emphasize the concept of enforcement of the rules.

B. To persuade students to discover a necessity for an enforcer of rules, or official, in an organized game.

C. To evaluate the students by means of a short quiz.

II. Content:

A. The teacher should be prepared to summarize the first four days, giving special emphasis to the concept of rules infractions and penalties.

B. The teacher should be prepared to illustrate by example the need for officials in an organized game. The following points should serve as bases for these illustrations:

1. Players become emotionally involved in games and cannot make calm, objective judgments.
2. It is not possible to play a game well, to your fullest ability, and also check for infractions of rules on the parts of other participants.
3. Officials can be placed strategically outside the immediate area of action in order to observe that action. Under a football pile is not a strategic location.

III. Major Activities:

A. Students discuss the clippings they have taken from the local newspapers. The teacher seeks to have the following questions answered:

1. Does there seem to be a good reason for the rule under discussion?
2. What do you think the penalty for an infraction would be?
3. Where could an interested student find out what the penalties are for infractions of community rules?
4. Do all of the participants (citizens) in the game of life know all of the rules?

B. A brief movie is shown. This is a movie of a fast few minutes of basketball action. The students are asked to concentrate on the movie and then answer certain questions, as follows:

1. Why don't the players do their own officiating?
2. Are the officials in position to observe the action going on?
3. In such a championship game, is there a need for officials?

C. The teacher asks the students to write the following statement, since it will be discussed many times in this unit.

IN EVERY GAME THERE MUST BE RULES AND
SOMEONE MUST ENFORCE THE RULES.

Reference is made to all of the games played or discussed thus far, and students are asked to point out the necessity for someone to officiate in these games, in order that the players may be free to play at their best.

E. Quiz No. 1 is administered. (See Appendix A)

IV. Assignment:

Students are presented copies of **Catch Me If You Can.** They are told to read the first chapter, or more, if they wish.

V. Resource Materials Suggested for this Lesson:

A. Movie projector
B. Film: Any basketball game.
C. Quiz No. 1 as indicated.
D. Copies of **Catch Me If You Can** for all students.

SECOND WEEK — First Day

I. **Objectives:**

A. To introduce the idea of rule changes and the methods used to change them.

B. To reinforce what has been discovered about the necessity for officials and to introduce the idea of selection and training of officials.

C. To relate the story of **Catch Me If You Can** to rules. The first chapter touches upon the sport of baseball, of home rules, and of school rules. There is also a game called "Let's drive to school."

II. **Content:**

A. The teacher should be prepared to discuss the modification of rules, as follows:

1. Reasons for such changes.
2. Who suggests the changes?
3. How are the changes brought about?

B. The teacher should be prepared to discuss the characteristics of a good official in a game, as well as the skills needed to officiate.

III. **Major Activities:**

A. It is announced at the beginning of this session that **Catch Me If You Can** is a "trial" book. A brief discussion of the first chapter is held, and the leading characters introduced so far are identified.

B. Since the book concerns a boy trying to make the high school baseball team, it is suggested that in their discussion of games the students should concentrate on baseball. Guided discussion of this sport is based on the following questions:

1. Have the rules of baseball changed since it was invented?
2. Could the players possibly officiate the game themselves?
3. Are the officials specially selected or trained?
4. What are the characteristics and skills needed in a good baseball official?

C. Handouts of a cartoon baseball official, with space to list his characteristics, are distributed to all students. (Appendix B)

D. Discussion of the characteristics and skills of this official is now held, with following points to be made:

Characteristics	**Skills**
Fair	Knowledge of rules
Good eyesight	Hand gestures
Physically fit	Trained observer

E. Class is left with open-ended question as to whether professional umpires are trained. (They are, in an umpire school.)

IV. **Assignment:**

Continue reading **Catch Me If You Can**, second chapter or more.
Students are encouraged to continue at their own pace.

V. **Resource Materials Suggested for this Lesson:**

A. Handouts, as indicated.

SECOND WEEK — Second Day

I. **Objectives:**

A. To examine the activities of the community from the standpoint of the games-rules-enforcement triangle.

B. To identify the enforcing official in every game specified, showing the existence of enforcement in all activities.

C. To introduce the policeman as a game official.

II. **Content:**

A. The teacher should be prepared to illustrate the rules of various community agencies and institutions, such as the following:

1. The home and family,
2. Social Clubs,
3. Church,
4. Service organizations,
5. School,
6. Others.

B. The teacher should be prepared to present examples of enforcement figures or officials in these agencies or institutions:

1. Family (parent or elder relative),
2. Social club (officers),
3. Church (pastor, elder, deacon),
4. Service organization (officer, sergeant at arms),
5. School (assistant principal, dean, teacher).

C. The teacher should emphasize that youth groups or "gangs", even when they seem to have no supervision, are subject to their own rules and enforcement.

III. **Major Activities:**

A. Catch Me If You Can (or some other pertinent example) is used to introduce the concept of "The School Game," the name the teacher now gives to school attendance and activities. This "game" is then used to lead into a discussion of other community "games."

B. To draw from the students some original thought about community games, the class is divided into two parts (as in a Spell-Down) and the following activity takes place:

1. The teacher names a community "game," such as "The Family Game."
2. Side Number One (each member taking a turn as the game progresses) states a rule of this "game." (Example: "Be home by dark on school nights.")
3. Side Number Two must then state a penalty for an infraction of this rule. (Example: "No television watching for a week.")
4. Side Number One must then state who enforces this rule. (Example: "The mother of the family.")
5. The teacher now names a new game, or asks for a new rule in the old game. Some suggested "games" are:
    1. The family game,
    2. The lunchroom game,

        3. The shopping center game,
        4. The church game,
        5. The movie theater game,
        6. The classroom game,
        7. The traffic game,
        8. Others.

    6. Students who miss earn one demerit for their team, but they remain in the activity. At the conclusion — when it is felt by the teacher that the triangle of GAME-RULE-ENFORCER is understood — the team with the fewest demerits is declared the winner.

C. At the end of the period the teacher points out that in every "game" discussed the order and safety of the participants, and the success of the game itself, depends upon most people acting in accordance with the rules.

IV. **Assignment:**

Students are to continue reading—for fun. It is explained that from time to time during the unit, references will be made to **Catch Me If You Can**, but they are not to study it like a textbook, they are merely to read it for the story.

For a written assignment, students are to choose one community "game" and write a short paper explaining how the rule breaker in that game makes playing the game more difficult for others. The following examples are presented, and may be used in the papers:

1. The cheater in "The School Game,"
2. The shoplifter in "The Shopping Center Game,"
3. The brother or sister who stays out too late in "The Family Game,"
4. The athlete who breaks rules in any organized sport,
5. The driver who breaks traffic rules in "The Traffic Game,"
6. Others.

V. **Resource Materials Suggested for this Lesson:**

None.

SECOND WEEK — Third Day

I. **Objectives:**

A. To develop the concept that all games are played successfully when they are played according to the rules.
B. To re-emphasize the necessity for enforcement figures to guard against infractions of the rules by dishonest or unfair participants.

II. **Content:**

A. The teacher should be prepared to expand upon the ideas proposed in the students' papers. The following points should be made:

    1. Someone is always a victim of the rule breaker.

2. Rules give order and safety to human activities; they are protective, not restrictive.
3. Bad rules can be changed, but breaking them is not the proper way to do this.

B. The teacher should be prepared to help the students discover more need for enforcement, in terms of benefit to the possible "victims" of rule breaking.

III. **Major Activities:**

A. Written assignments of the students are read or summarized. The part of the "victim" of rule breaking is expanded upon in the following method of inquiry:

1. Who suffers when someone in a classroom cheats?
2. In a game that is supposed to be a test of skills, who can tell who the real winner is, if one participant does not follow the rules?
3. Who is the victim when a rule breaker causes society to say that "all teens are bad?"

B. The teacher asks that each student write at the bottom of his assignment paper the "enforcer" of the rules in his particular situation. This should be the person to whom the possible "victim" can turn for protection or assistance.

IV. **Assignment:**

Students are to observe the activities of others between this class and the next. They are to list infractions of rules in all of the community "games" that are taking place. They are not to name names of infractors, but merely indicate the extent of rule breaking that they observe. For this assignment, the students are to consider themselves enforcers of the rules.

V. **Resource Materials Suggested for this Lesson:**

None.

SECOND WEEK — Fourth Day

I. **Objectives:**

A. To examine the extent of rule breaking in the activities observed by the students.
B. To introduce the idea of serious "games" for which society has had to devise laws.
C. To introduce the concept of law enforcement as the officiating in the serious Game of Life.

II. **Content:**

A. The teacher should be prepared to identify those community activities that involve the property and lives of citizens in such a way that such activities may be identified as serious "games." Among such activities would be:

1. Traffic, or the need for people to move about in safety.
2. Crime, or the right of each citizen to his own property and personal safety during work or play.

B. The teacher should be prepared to emphasize the importance of law in the control of behavior that might endanger life or property.

C. The teacher should be prepared to introduce the idea of law enforcement as an analogy to game officiating.

III. **Major Activities:**

A. Student lists are presented and put on the chalkboard.
B. Students are asked to indicate those examples of rule breaking that endanger property and life.
C. The teacher reads Chapter 1 of Teenagers and the Law aloud.
D. Guided discussion of this chapter is based upon the questions that subhead this chapter, as follows:

1. What is law?
2. Who makes laws?
3. What is common law?
4. What different types of laws do we need?
5. Why do we have laws?
6. What is the one basic freedom?
7. Can we have a free society?

(Continued during the next lesson)

IV. **Assignment:**

Students are to clip from newspapers or magazines articles that indicate a situation in which a citizen has been protected by the law.

V. **Resource Materials Suggested for this Lesson:**

A. Teenagers and the Law, by John Hanna.

SECOND WEEK — Fifth Day

I. **Objectives:**

A. To focus attention on the police officer as the symbol of enforcement of rules in the Game of Life.
B. To acquaint the student with a general picture of what a policeman does.
C. To introduce the concepts of selection and training of law enforcement officials.

II. **Content:**

A. The teacher should be familiar with the contents of Chapter 1 of Teenagers and the Law.
B. The teachers should be familiar with the major ideas presented in the film, Policeman-Day and Night.
C. The teacher should be prepared to draw from the students their ideas of the characteristics and skills needed to be a policeman and enforce the community's rules.

III. **Major Activities:**

A. The teacher re-reads Part B of Chapter 1, Teenagers and the Law.

B. Guided discussion is held, based on the questions that subhead this part of the chapter, as follows:

   1. How can we judge whether a law is good?
   2. Can laws be bad?
   3. Why do laws require that criminals be punished?
   4. Should we treat all people who violate laws exactly alike?
   5. Why obey laws?
   6. Who enforces our laws?
   7. What is the key to effective law enforcement?

C. Discussion is directed to the role of the policeman, and the teacher indicates that there is a short film that depicts such a person in another state. This film, **Policeman-Day and Night** (10 minutes) is now shown.

D. Guided discussion of the film is used to get students to comment on the characteristics and skills needed by a policeman in a modern community. The clippings of the students are discussed, in order to illustrate the protective function of the law and its enforcer.

IV. **Assignment:**

It is announced that students will act out a real life situation during the next class meeting. A description of this situation is handed out to all students, and they are told that they should study it carefully. Selected students will be used to play the roles indicated when the class next meets.

Actually, two situations are handed out, one to each half of the class. They are as follows:

Situation No. 1

You live in a city in which, suddenly, there are no laws in effect. There are no policemen, no courts, no prisons, nobody to tell you what to do. You are in a shopping center in this city and there is nothing to keep you from doing whatever you wish to do, except that others in the shopping center can also do anything they wish to do. The following people will be portrayed in this situation:

1. Four students
2. Two store owners
3. A parent
4. A teacher

Picture yourself in one of these parts, with no laws of any kind to guide your behavior.

Situation No. 2

You live in a city in which the laws are very strictly enforced. There are excellent policemen, courts, and schools. You are in a shopping center in this city during the action of this particular situation. The following people will be portrayed going about their normal activities:

1. Four students
2. Two store owners
3. A policeman
4. A parent
5. A troublemaker (possibly a shoplifter or a vandal)

V. **Resource Materials Suggested for this Lesson:**

   A. Teenagers and the Law, by John Hanna.
   B. Film: Policeman-Day and Night, Charles Cahill Associates.
   C. Handouts for role playing situations (See Appendix C).
   D. Movie projector.

THIRD WEEK — First Day

I. **Objectives:**

   A. To emphasize contrast between lawless and lawful society.
   B. To classify the characteristics and skills needed by a policeman in terms of what he does.

II. **Content:**

   A. Content is primarily confined to that elicited from the students in their role-playing situations.
   B. Teacher should be prepared to discuss some examples of lawless societies. For example:
      1. The Boston Police Strike,
      2. The Old West before law moved "west of the Mississippi,"
      3. Recent riots in which police protection was withdrawn and the rule of might prevailed for short periods of time.
   C. The teacher should be prepared to give examples of selection criteria for local police officers.

III. **Major Activities:**

   A. Role playing Situation No. 1 is presented with selected students. No more than ten minutes should be allowed for this activity. Other students are instructed to observe carefully and to make notes of rules infractions, if any seem to take place.
   B. Role playing Situation No. 2 is presented with selected students. No more than ten minutes should be allowed for this activity. Other students are instructed to contrast this situation with No. 1.
   C. Guided discussion is concentrated on such points as the following:
      1. Which situation produces more order?
      2. In which situation is the average person safer?
      3. In Situation No. 1 who would eventually rule? Is it fair that only those with the qualities of strength, cunning, or cruelty be permitted to win the Game of Life?
      4. Even though there is law in Situation No. 2, what is it that guarantees obedience to the law? (Enforcement)
   D. Handouts are distributed. On these handouts there is a cartoon drawing of a policeman, with two blank spaces for listing "Qualifications" and "Skills."

IV. **Assignment:**

Students are told that they are to act as pollsters in conducting a survey. They are to question adults in the community for this assignment, and indicate on their lists what the adults believe the qualities of a good policeman should be. By definition, their lists will contain the following:

Characteristics — those qualities that a person must possess to be selected for police training. (Fairness, good health, etc.)

Skills — those qualities that a person must learn before he becomes a policeman. (Trained to observe, trained in the law, trained in self-defense, etc.)

V. **Resource Materials Suggested for this Lesson:**

A. Tape recorder, to record role-playing.
B. Handouts for survey (See Appendix D).

THIRD WEEK — Second Day

I. **Objectives:**

A. To develop a class project in the area of law enforcement in order to involve all students in thinking about the topic.
B. To expand upon the ideas of selection and training of law enforcement officers.

II. **Content:**

A. The teacher should be prepared to discuss the actual local qualifications for entrance into police training, as well as the eventual selection goals envisioned by those who desire to "professionalize" police work.
B. The teacher should be prepared to put various projects before the group, and follow the wishes of the group with respect to an action project for the remainder of the unit. In this respect, the teacher should have tentative plans that will enable the class to go ahead on any of the following:
    1. Preparation of a school display for National Police Week in May.
    2. Preparation of Class Scrapbook of Police Contributions to the Community.
    3. Creation of a game to be called Law Enforcement. Such a game will be designed and developed by the class during the remainder of the unit, with certain class time alloted to the project.

III. **Major Activities:**

A. The student survey sheets are presented, and the various characteristics and skills needed by police (as determined by the survey) are listed on the chalkboard.
B. The teacher presents the qualifications for police training in the local area. This list is compared with the list of "Characteristics" on the board.
C. Discussion of the present qualifications for police training and the ideal qualifications.
D. The teacher presents a summary of the training program in the Police Academy. He also displays the training manual of the academy.
E. A list of the topics covered in the training manual is distributed to all students. (See Appendix E)
F. The teacher states that since the discussion of games and officials now seems to be focused on police, the class will undertake an action project during this unit. The project may be one of several things:

1. A school display for National Police Week,
2. A class Scrapbook of Police Contributions to the Community,
3. Creation of a new game to be called Law Enforcement. (This is to be a table-top game, not a group action game.)

IV. **Assignment:**

Students are to continue reading Catch Me If You Can. They are to think about the suggested projects and vote their decision the next day.

V. **Resource Materials Suggested for this Lsson:**

A. Handouts of police training topics, as indicated.
B. Copy of Cincinnati Police Academy Training Manual.

THIRD WEEK — Third Day

I. **Objectives:**

A. To select a class project for the remainder of the unit.
B. To divide class into working committees for the project.

II. **Content:**

A. The teacher should be prepared to respond to the class decision as to project by classifying the projects in the following manner:

1. School Display —
    - a. Police Training
    - b. Police Organization
    - c. Police Duties
    - d. Modern methods of crime control
    - e. The citizen's responsibility for law enforcement (i.e. cooperation and assistance)
2. Class Scrapbook (use some breakdown of topics as for School display.)
3. Creation of a game —
    - a. Police Training
    - b. Dispatching patrol cars
    - c. Control of traffic
    - d. Guarding a famous entertainer
    - e. Catching a robber

III. **Major Activities:**

A. The three possible class projects are listed on the board and are discussed.
B. A vote is taken and a project chosen.
C. The class is divided into five committees, and each is asked to select a chairman who will be responsible for reporting on the committee work to the whole class.
D. Should Topic 1 or 2 be chosen, the assignment of work is made as indicated, with each committee responsible for researching and collecting materials pertinent to the assigned topic.

E. Should Topic 3 be chosen, each committee is expected to design and develop a game on the subject indicated. The game is to have a game board, objects or figures to be moved, a method of playing (such as: cards, dice, spinners), and rules that determine when the game is won. Original names of the games should be chosen.

F. Committees are permitted to meet for the remainder of the period.

IV. **Assignment:**

Committees are to begin their research for the project. It is indicated by the teacher that although classes will not be devoted entirely to committee work, the topics covered from this point on will be pertinent to the project, and that the full background of what is going to be presented will enable the students to explore the project in depth.

V. **Resource Materials Suggested for this Lesson:**

None.

THIRD WEEK — Fourth Day

I. **Objectives:**

A. To present a graphic illustration of the daily duties of a city policeman.

B. To introduce the concept of police organization, in order to point up the complex structure supporting the individual police officer.

II. **Content:**

A. The teacher should be familiar with the content of the film, **Profile in Blue.**

B. The teacher should be prepared to relate the information transmitted by the film to the police organization. The following structure should be introduced:

1. Chain of command,
2. Varied responsibilities of various bureaus,
3. Checks and balances of political units and courts.

III. **Major Activities:**

A. Discussion of any questions concerning the mechanics of the project.

B. The film, **Profile in Blue** (approximately 25 minutes) is shown.

C. Guided discussion of the film is held, in which the following questions are proposed:

1. What did you notice concerning the policeman's education?
2. What kind of duties does the policeman have?
3. What did he do in court?
4. What symbols of authority do the police wear and carry?
5. What did you think of the policeman's life away from duty?
6. What would be the hardest thing about being a policeman?
7. What in the movie indicates that the policeman is supported by other parts of the police organization?
8. How complex is the police organization?

D. The teacher introduces the structure of the organization by questioning the students concerning the following:

1. What are the various police ranks?
2. Who is in charge of the patrolman?
3. Who is in charge of the Chief of Police?

E. Handouts of a chart of police organization are distributed to all students. It is indicated that this information will be helpful with the class project. (See Appendix F)

IV. **Assignment:**

Students are to write a short paper (one page or less) on the topic, "What I would like to know about police work."

V. **Resource Materials Suggested for this Lsson:**

A. Movie projector
B. Film: **Profile in Blue.**
C. Handout of Cincinnati Police Division organization, indicating connections with county, state, and Federal law enforcement agencies.

THIRD WEEK — Fifth Day

I. **Objectives:**

A. To preserve the analogy between games and their officials and the Game of Life and the law enforcement official.
B. To involve the students in the class project through meetings of committees.

II. **Content :**

A. The teacher should be prepared to discuss Chapter 3 in **Catch Me If You Can.** Pertinent points to be remembered include:

   1. The mechanics of baseball practice.
   2. The "School Game" as played by Harry Taylor.
   3. The police activities described.

The teacher should be prepared to suggest sources of information for the project committees.

III. **Major Activities:**

A. The first part of the period is devoted to a class discussion of **Catch Me If You Can,** concentrating on Chapter 3.
B. The last half of the period is devoted to committee meetings. (It is important that students continually supply their chairmen with project materials so that the committee meetings are working and not loafing sessions.)
C. The teacher circulates from committee to committee to answer questions and to insure that all students are involved in the project. Where there seems to be doubt as to what to contribute, students can be assigned to write or draw pertinent messages.

IV. **Assignment:**

It is announced that there will be a quiz during the following period, and that the questions will cover the selection and training of police officers as well as the organization of the city police department. Students are to study their notes, handouts, and text materials for this quiz. No other assignment is made.

V. **Resource Materials Suggested for this Lesson:**

A. Catch Me If You Can

B. Resource books, pamphlets, and other sources of information for the committees to use. (These should be assembled as part of the classroom library in advance of committee meetings.) Such sources include:

   1. Teenagers and the Law, John Hanna.
   2. Introduction to Law Enforcement, Germann, Day, and Gallati.
   3. Various F.B.I. materials.
   4. Speeches from the National Conference on Early Adolescent Attitudes toward Police.
   5. Others, available through the school resource materials center.

C. Display materials, drawing materials, etc. as required for the class project.

FOURTH WEEK — First Day

I. **Objectives:**

A. To review the material of the unit to this point and allow students to clarify any misunderstandings and misconceptions concerning —

   1. The qualifications required for acceptance into police recruit training.
   2. The nature of the training program; subjects covered, skills learned, length and scope of various training areas.
   3. The organization of a modern police department, its chain of command, its control by other branches of government.

B. To secure evaluation information by means of a quiz.

II. **Content:**

A. The teacher should be prepared to discuss the actual qualifications for police recruit training required in the local area, including:

   1. Education
   2. Physical fitness
   3. Lack of a police record
   4. Other.

B. The teacher should be familiar with the contents of the police training curriculum.

III. **Major Activities:**

A. Review discussion, in which teacher refers to all handouts pertaining to police selection and training.

B. Quiz No. 2 is administered. (See Appendix G).

IV. **Assignment:**

Chapter 4 in Catch Me If You Can. Read this for fun, not work. Some students will be reading at a faster rate, of course.

V. **Resource Materials Suggested for this Lesson:**

   A. All materials pertaining to police selection and training, and materials pertaining to police organization, should be available for review.
   B. Quiz No. 2, as indicated.

FOURTH WEEK — Second Day

I. **Objectives:**

   A. To introduce the idea of change in the conditions of society that induce change in law and law enforcement.
   B. To describe the game called "Crime," one of the costliest of all games being played today.

II. **Content:**

   A. The teacher should be prepared to compare the conditions of modern society, with its vast populations, technological wonders, and difficult social problems with earlier and simpler societies, presenting examples of earlier law enforcement such as:
      1. Hue and cry
      2. Sheriff's posse
      3. Watch and ward
      4. The hired gun-slinging marshall
   B. The teacher should be prepared to discuss the impact on society of such inventions in criminal hands as:
      1. The automobile
      2. The telephone
      3. New weapons
      4. Changing interpretations of law
   C. The teacher should be prepared to transmit information on the rate of crime in the United States, the cost of crime in dollars and misery, and the effect of crime on the lives of all individuals, as:
      1. Fear of the city streets at night
      2. New walled and guarded apartment and housing projects
      3. Failure of citizens to accept responsibility to aid and cooperate with law enforcement officials.

III. **Major Activities:**

   A. Teacher introduces this session by playing for the class an excerpt from a tape. The excerpt tells of the rules of a children's game.
   B. Guided discussion of the changes in rules of baseball and other sports. A special point is made of the fact that all sports have been modernized to some extent. If possible, some of the original rules of a sport are mentioned in this discussion. For example:
      1. Originally, basketball required a center jump after each score.

2. Originally, basketball players were allowed to remain under the basket as long as they wished —

but

1a. The center jump was eliminated to speed up the game.
2a. With more and more tall players in the game, the "key" under the basket can now be occupied for only three seconds at a time by an offensive player.

C. Teacher explains that changing conditions call for changing rules. In the community, for example, increased traffic has required increased numbers of traffic regulations. Crowded conditions call for more regulation of behavior.
D. Guided discussion is related to changing technology as well. Teacher describes old methods of enforcing law, including those examples drawn from history of "hue and cry," "posse," "western marshall," etc.
E. Teacher asks the class to imagine a game called "Crime" in which the playing area is a large city. In this game, one participant, by breaking every community rule, inflicts billions of dollars worth of damage and untold misery onto the other participants.
F. Students are asked to suggest methods by which modern law enforcement agencies combat modern crime.

IV. **Assignment:**

Students are to write a brief science fiction account of police work of the future, describing "way-out" methods that police might use to detect and apprehend criminals. These brief "stories" will be judged by the class during the next lesson, and those rated highest will be read aloud by their authors.

V. **Resource Materials Suggested for this Lesson:**

A. Record player or tape recorder
B. Tape of children making up game.

FOURTH WEEK — Third Day

I. **Objectives:**

A. To involve the students in thinking about scientific crime investigation.
B. To introduce the topic of scientific crime detection.

II. **Content:**

A. The teacher should be prepared to discuss the selected science-fiction suggestions of the students.
B. The teacher should be prepared to introduce into the discussion mention of the following modern means of fighting crime:

1. Fingerprinting
2. Radio communication
3. Voiceprints
4. Casts of footprints

5. Stun guns
6. Data processing
7. Hidden cameras and recorders
8. Canine Corps
9. Other.

III. **Major Activities:**

A. Students' papers are distributed to the five project committees for evaluation, with each committee getting one-fifth of the papers. These papers are to be rated from 1 to 5, with 1 the highest rating. A high rating is given if the idea solves a real crime problem, seems plausible, and has real scientific content.
B. Authors of the highest rated papers are asked to read their papers.
C. The teacher guides discussion of the suggested technology into an introduction of those scientific devices and methods now employed. Handouts of F.B.I. materials are distributed. Students are encouraged to understand that many of the ideas that seem like science fiction are now available to law enforcement officers. The point is made that, in many cases, the public has an opportunity to provide modern scientific technology for its own protection, if citizens are willing to pay the cost.

IV. **Assignment:**

Students are to write out several questions that they would ask a police officer concerning modern methods of detection and apprehension of criminals.

Students are to continue their fun reading.

V. **Resource Materials Suggested for this Lesson:**

1. Fingerprinting
2. Data processing
3. The crime laboratory
4. Others.

FOURTH WEEK — Fourth Day

I. **Objectives:**

A. To introduce a law enforcement officer as a resource person in the classroom setting.
B. To acquaint students with modern means of crime detection in use in their own community.

II. **Content:**

A. By pre-arrangement the officer has been informed that his presentation should be on modern crime detection.
B. The teacher should be prepared to select students for questions after the presentation.

III. **Major Activities:**

A. A uniformed police officer is introduced to the class by the teacher.

B. The officer makes a presentation devoted to modern, technological means of crime fighting available to the local police department.

1. Fingerprint demonstration
2. Infra-red demonstration
3. Description of polygraph
4. Display of crime kit
5. Other, at discretion of police officer.

C. Question and answer period, utilizing questions prepared by the students in assignment of previous day.

IV. **Assignment:**

Students are to finish preparation of their part of the class project on the following day. All materials should be in at that time. One week from tomorrow's class the committee chairman will be expected to make their presentations.

V. **Resource Materials Suggested for this Lesson:**

As provided by the resource officer.

FOURTH WEEK — Fifth Day

I. **Objectives:**

A. To involve all students in preparation of class project.
B. To bring class project to completion.

II. **Content:**

A. The teacher provides assistance where needed, acting as a resource person.
B. The teacher should be prepared to answer casual questions about the visit of the police officer the preceding day. No general discussion or second thoughts should be permitted at this time, since the work of the committees is primary. The officer's visit should be related to the work at hand.

III. **Major Activities:**

A. The class is divided into its committees for final work on the class project.
B. The teacher goes from group to group, insuring that all are participating.
C. No other work is attempted during this period.

IV. **Assignment:**

Students are to proceed with their reading for fun. In addition, students are to investigate the difference between the treatment of juveniles and the treatment of adults in courts, penalties, and punishment following juvenile lawbreaking. The answers to the following questions are to be sought:

1. How is juvenile court different from adult court?
2. At what age does a juvenile cease being a juvenile?
3. What are some of the consequences of a "juvenile record?"

V. **Resource Materials Suggested for this Lesson:**

   A. Any materials needed for finishing the class project.
   B. Handouts illustrating the function of the courts. (See Appendix H).

FIFTH WEEK — First Day

I. **Objectives:**

   A. To acquaint students with the function of the courts as an important part of law enforcement.
   B. To make clear the distinction between juveniles and adults with respect to arrest, treatment, and rehabilitation.

II. **Content:**

   A. The teacher should be prepared to discuss the American systems of courts of law and the basic function of each court, as follows:

STATE

1. Justice of Peace Court — handles civil and criminal cases of petty nature.
2. Municipal Court — lowest court where jury trial can be obtained. Ordinarily handles misdemeanors.
3. Superior Court — reserved for felony cases.
4. District Court of Appeal — does not try cases, but hears appeals.
5. State Supreme Court — reviews work of District Court of Appeal.

   B. The teacher should be prepared to discuss the special function of the Juvenile Court. (Chapter 13, Teenagers and the Law.)

III. **Major Activities:**

   A. Student investigation of the difference between adult and juvenile court is discussed.
   B. The teacher points out that although the philosophy of juvenile courts stresses rehabilitation of youngsters, it does not preclude punishment for breaking of rules. The consequences of a criminal record, or a serious encounter with law enforcement agencies, are —

      1. A permanent record kept
      2. Social embarrassment that no amount of bravado can hide.
      3. Embarrassment to the family name and honor.
      4. Feelings of guilt that influence one's life.

   C. Students are required to begin a listing of juvenile actions that can lead to contacts with law enforcement officials. This list is to be finished at home.

IV. **Assignment:**

   Finish listing actions that can bring a juvenile into contact with law enforcement officials.

V. **Resource Materials Suggested for this Lesson:**

   A. Introduction to Law Enforcement, Germann, Day, Gallati for brief discussion of court system.

B. Other source material on courts from school resource materials center.
C. Teenagers and the Law

FIFTH WEEK — Second Day

I. **Objectives:**

A. To emphasize that actions students think of as harmless may have serious consequences.
B. To emphasize that contact with law enforcement officials is generally not provoked by the official, but is a consequence of breaking a rule in the Game of Life.

II. **Content:**

A. The teacher should be familiar with the laws concerning "party crashing," "shoplifting," and "assault" (See **Teenagers and the Law**).
B. The teacher should be prepared to discuss the punishment for certain misdemeanors and the consequences of being found guilty of such infractions of the law.

III. **Major Activities:**

A. The teacher announces that the class is going to play a well-known game called "Party Crashing."
B. Three boys are selected to play the roles of Bill Boisterous, Tod Tagalong, and Carl Crowdpleaser. They are told that they are not invited to Patty Peppermint's party, but Bill is going to go anyway. Tod and Carl, who usually do what Bill wants to do, decide to come along.
C. Several other girls and boys are brought to the front of the class and are told that they are the party that is being crashed.
D. Students are now instructed to act out the roles that they have been assigned. Bill and his cronies are to crash the party; the others are to insist that they don't belong there.
E. At the height of the activity, the teacher halts it. Actors are asked to freeze where they are. The teacher then asks the class if any part of the game is actually illegal? The following points are made:
   1. Party crashing is considered trespassing on private property, and trespassing is a misdemeanor. In addition, party crashers can be charged with disorderly conduct, if they refuse to leave the premises.
   2. Tod and Carl are also guilty of trespassing, even though they merely tagged along to see the fun.
   3. The penalty for trespassing can be as serious as a year in jail.
F. The teacher distributes an abbreviated version of John Hanna's "Quickie Quiz" from Teenagers and the Law. Students are to answer the questions YES or NO, but this quiz will not count as part of the course grade. This is to test how much they really know about the law, the teacher states.

IV. **Assignment:**

Students may take the "Quickie Quiz" home and discuss the questions with their parents.

V. **Resource Materials Suggested for this Lesson:**

A. Movie projector.
B. Film: "Every Hour, Every Day".

SIXTH WEEK — Fourth Day

I. **Objectives:**

A. To review the unit.
B. To clarify meanings, correct misconceptions, and give some indication of the nature of the unit test.

II. **Content:**

A. The teacher should be prepared to review the entire unit.
B. The teacher should be prepared to emphasize the analogy between games of fun and recreation and games of life. Key points to be made are —

1. In all human activities there is a necessity for order and safety, thus rules are instituted.
2. In all "games," there is a need for enforcement of the rules.
3. In order to get the game played or the work of the world accomplished, the enforcement responsibility is delegated to certain officials and their agencies.
4. Playing by the rules yourself frees the enforcer to seek the serious infractions and apprehend those who break the rules affecting order and safety.
5. The enforcement official, including the police officer, is a protective not a restrictive force in all games.

III. **Major Activities:**

A. Guided discussion of entire unit, concentrating on the listed objectives for the six weeks.
B. Handout of a review guide.

IV. **Assignment:**

Study for the unit test.

V. **Resource Materials Suggested for this Lesson:**

A. All handouts and other sources of information used during the period of the unit.
B. Handout of review guide, as indicated.

SIXTH WEEK — Fifth Day

Unit Test is administered to all students.

END OF THE UNIT

APPENDIX A

It is suggested that all quizzes be of short duration and composed of short answer, completion type items, matching items, or multiple choice items. Although the authors do not presume to suggest standardization of tests and quizzes, since various classes will present varying situations, a set of sample quizzes and tests will be made available upon request. *

Rationale for Quizzes and Tests

In such a new and different kind of unit it will be necessary to make the students aware that evaluation and grading are as much a part of this work as they are a part of the standard curriculum unit. While it is not expected that grades will be the only incentive for students who are studying this unit, it should be evident that this form of incentive cannot be ignored. Teachers should be prepared, therefore, to evaluate all participating students as they are normally evaluated in the ongoing class.

* These samples are composites of quizzes and tests given during the experimental phase of the curriculum unit development.

APPENDIX B

QUALITIES

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

APPENDIX C

Situation No. 1

You live in a city in which, suddenly, there are no laws in effect. There are no policemen, no courts, no prisons, nobody to tell you what to do. You are in a shopping center in this city, and there is nothing to keep you from doing whatever you wish to do. Everybody else in the shopping center can also do whatever he wants to do.

The following people will be portrayed in this situation: (1) four students, (2) two store owners, (3) a parent, (4) a teacher.

> What would you do, if you were one of these people, with no laws of any kind to guide you?

(Teacher: Cut this sheet in half here)

……………………………………………………………………

Situation No. 2

You live in a city in which the laws are very strictly enforced. There are excellent policemen, courts, and schools. You are in a shopping center in this city during the action of this particular situation.

The following people will be portrayed going about their normal activities: (1) four students, (2) two store owners, (3) a policeman, (4) a parent, (5) a troublemaker — possibly a shoplifter or vandal.

> Picture yourself in one of these parts.

APPENDIX D

What Are the Characteristics and Skills of a Good Policeman?

CHARACTERISTICS

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

SKILLS

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

"Characteristics" — those qualities that a person must possess to be selected for police training.

"Skills" — those qualities that a person must learn before he becomes a policeman.

APPENDIX E

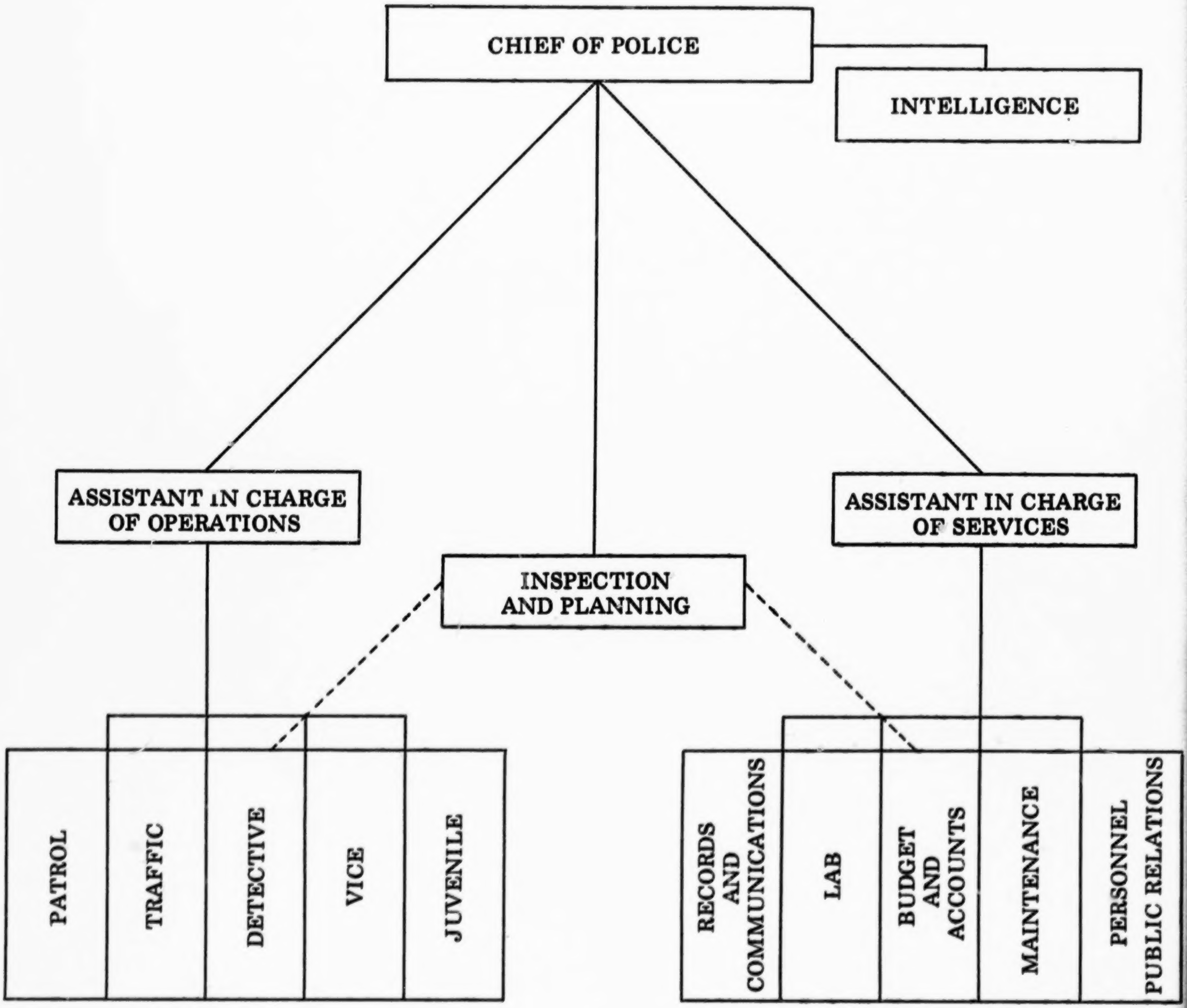
TOPICS COVERED IN POLICE TRAINING MANUAL

I. **Staff Services, Organization and Function**
   - A. Background of Law Enforcement
   - B. Class Administration
   - C. Functions of Cooperating Agencies
   - D. Firearms Training
   - E. Field Situations Problem Solving
   - F. Organization of the Division of Police
   - G. Physical Conditioning
   - H. Rules and Regulations
   - I. Testing and Counseling

II. **Criminal Procedures and Investigation**
   - A. Criminal Investigation
   - B. Juvenile Procedures
   - C. Vice Control Investigation

III. **Patrol Procedures**
   - A. First Aid
   - B. Legal Procedures
   - C. Patrol Tactics
   - D. Police and the Community
   - E. Reporting Procedures
   - F. Testifying in Court

IV. **Highway Traffic Control**
   - A. Traffic Accident Investigation
   - B. Traffic Direction
   - C. Traffic Law Enforcement


CHIEF OF POLICE
INTELLIGENCE
ASSISTANT IN CHARGE OF OPERATIONS
INSPECTION AND PLANNING
ASSISTANT IN CHARGE OF SERVICES
PATROL
TRAFFIC
DETECTIVE
VICE
JUVENILE
RECORDS AND COMMUNICATIONS
LAB
BUDGET AND ACCOUNTS
MAINTENANCE
PERSONNEL PUBLIC RELATIONS

APPENDIX G

Tests and quizzes available upon request.

3. Much of man's behavior is regulated by laws of nature which affect all men and objects equally.
4. Further regulation comes about through a system of man-made laws, beginning with very primitive taboos and ending with a system of complex laws designed to regulate man in modern society.

B. Students are grouped into three sections for the assignment.

IV. **Assignment:**

Section One — Study own actions for the rest of the day and list those that are controlled by Natural Law.
Section Two — Study own actions for the rest of the day and list those that are controlled by man-made law.
Section Three — Study own actions for the rest of the day and list those that are controlled by almost automatic rules. (Example: two people don't talk at the same time during a conversation.)

V. **Resource Materials Suggested for this Lesson:**

None.

FIRST WEEK — Third Day

I. **Objectives:**

A. To examine the various divisions of law.
B. To introduce the idea of change in laws.
C. To examine the means by which laws are changed.

II. **Content:**

The teacher should be prepared to discuss the differences among —

1. Natural Laws
2. Civil Law
3. Criminal Law

III. **Major Activities:**

A. Demonstration of the unchangeability of Natural Law, as follows:

1. Teacher holds eraser at shoulder level.
2. Class is instructed to order eraser not to fall to floor when it is released.
3. Eraser is dropped.
4. Class is instructed to vote on whether or not eraser should drop. After vote, eraser is dropped again.
5. Class is now instructed to vote on whether or not the teacher should release the eraser.
6. After this vote, it is pointed out that the teacher now has a choice of obeying or not obeying.

B. Discussion, based on the following:

1. The Natural Laws "obeyed" by Section One the previous day, as indicated by the lists.
2. The man-made laws obeyed by Section Two the previous day, classified by the teacher as Civil or Criminal Law.
3. The almost automatic rules listed by Section Three.
4. The various obedience levels required of man. Some laws he cannot disobey, some he obeys because of the authority of government behind them, some he obeys merely because he wishes to.
5. In reverse order, the last type of "rule" can be changed at will, the second type of man-made law can be changed at will, the second type of man-made law can be changed by certain political procedures, and the first type cannot be changed at all.
6. A discussion of the differences in types of regulating forces on man can be related to the demonstration.

IV. **Assignment:**

Students are to examine newspapers for examples of Natural Law, Civil Law, and Criminal Law. These clippings are to become the first entries in a student notebook entitled "Law Enforcement," which will be collected and graded at the conclusion of the unit.

V. **Resource Materials Suggested for this Lesson:**

A. Eraser or other soft object for the demonstration.
B. Sample newspaper clippings to illustrate the assignment.

FIRST WEEK — Fourth Day

I. **Objectives:**

A. To define law in terms of necessity, justice, and practicality.
B. To introduce the idea of enforcement of the law.

II. **Content:**

A. The teacher should be prepared to illustrate examples from history in which necessity brought about a new law or a change in an old law. (Example: traffic laws)
B. The teacher should be able to illustrate unjust laws. (Example: Jim Crow laws of southern history.)
C. The teacher should be able to illustrate the failure of government to enforce impractical laws. (Example: Laws that forbid work on Sunday.)

III. **Major Activities:**

A. Students present their clippings, either read verbatim or summarized.
B. As each clipping is presented, class members are asked to decide whether the item represents an example of Natural, Civil, or Criminal Law.
C. Brief lecture on criteria for judgment of a law: it must be necessary, just, and practical.

D. Students re-examine their own clippings to determine whether or not the law described is —

   1. Necessary
   2. Applied to all people equally and impartially
   3. Capable of enforcement

E. Review discussion, pointing up the factor of enforcement of the law, as follows:

   1. The Laws of Nature are upheld by natural forces that man cannot control.
   2. The Laws of Man can be disobeyed, so they must be enforced by man if his society is to be an orderly one.
   3. The disorders of a lawless society arise from a lack of law enforcement.
   4. The rule of might is a kind of enforcement, but the rules enforced are often unjust.
   5. Without enforcement, laws become like the almost automatic rules among men, subject to change at the whim of the strong or the selfish or the vicious.

IV. **Assignment:**

Students are informed that there will be a brief quiz on the week's work at the beginning of the next period. This quiz will cover the objectives of the daily lessons in simple, objective form.

The book Teenagers and the Law is distributed, and students are instructed to examine its table of contents.

V. **Resource Materials Suggested for this Lesson:**

A. Newspaper clippings for those who "forgot" the assignment.
B. Paperbacks: Teenager and the Law, Hanna. Ginn and Co., 1967. One for each student.

FIRST WEEK — Fifth Day

I. **Objectives:**

A. To secure evaluative information by means of a short quiz.
B. To reinforce the concepts of —

   1. Necessity for law
   2. Fair law, impartially enforced
   3. Modification of laws through orderly procedures

II. **Content:**

The teacher should be prepared to review the content of the first four days, as well as to refer to current news items that emphasize the three major concepts to be reinforced.

III. **Major Activities:**

A. Quiz No. 1 (See Appendix A)
B. Guided class discussion, as follows:

   1. What special problems result when people live together in social groups?

2. Why is it necessary to regulate behavior?
3. Does the law restrict the citizen or free him from the threat of might, the whims of authority, and the inconsistency of disorder?
4. Is it possible for each citizen to be aware of all aspects of law and enforce them himself? (Here reference should be made to the table of contents of Teenager and the Law.)

IV. **Assignment:**

Discover examples of the following statement:

> "Every group is regulated by rules, which are enforced by some member of the group."

Examples may be from the home, from play, from school, or from the community. They may be in the form of newspaper clippings or short paragraphs. Either form of material will be incorporated in the notebook for later grading.

V. **Resource Materials Suggested for this Lesson:**

None.

SECOND WEEK — First Day

I. **Objectives:**

A. To correct misunderstandings detected by Quiz No. 1.
B. To introduce the idea of necessity of enforcement of the law.

II. **Content:**

A. The teacher should be prepared to discuss the rules of organized games and the necessity for officials in such games. (For those students who have experienced the unit **The World of Games** in grade eight this discussion will be a recollection of the major ideas developed in that unit; for others the discussion will still be suitable.)

III. **Major Activities:**

A. Quiz No. 1 is returned and, if necessary, discussed.
B. A game called "Who Enforces the Rules?" is introduced. The game is played as follows:

WHO ENFORCES THE RULES?

1. The class is divided into sections one, two, and three.
2. Students take turns presenting their clippings or paragraphs, collected or written as assigned the previous period.
3. Identification of a group regulated by rules (Example: a school class or a team) counts one point.
4. Identification of the enforcer of the rules for that particular group (Example: the teacher; a referee) counts one point.
5. Answering the question, "How is the enforcer selected to become an enforcer?"

(Example: he must meet college admission standards; he must pass an examination on the rules of the game) counts one point.

6. Answering the question, "How is the enforcer trained?" (Example: he attends college for four years; he attends weekly meetings to study the rules) counts one point.
7. The team with the most points is declared the winner.

B. Guided discussion arising from the game should concentrate on organized activities, such as football. The necessity for selected, well-trained officials should be introduced, preferably by students participating in the discussion. The football rule book should be shown to the class.

IV. **Assignment:**

Students are to list the qualifications necessary, the training necessary, and the responsibilities of football officials in a game. (The four basic positions described in available encyclopaedias are referee, umpire, linesman, and field judge.) Sources of information may include school coaches, rule books, books on the sport available in the library, encyclopaedias, even dictionaries, in addition to text material.

V. **Resource Materials Suggested for this Lesson:**

A. Blackboard prepared in advance with three empty columns headed Section One, Section Two, and Section Three, to tally scores in the game, "Who is the Enforcer?"
B. Rule Book for the game of football.
C. Rule books for other sports.

SECOND WEEK — Second Day

I. **Objectives:**

A. To draw an analogy between sports officials as enforcers of rules and policemen as enforcers of laws.
B. To introduce the ideas of police specialties and police organization.

II. **Content:**

A. The duties of referee, umpire, linesman, and field judge in an organized game of football.
B. The qualifications needed by such officials. (Physical stamina, good eyesight, good reflexes, maturity, steady nerves . . . .)
C. The training of such officials for their specialties.
D. The various specialties of police work.
E. The basic organization of a police department.

III. **Major Activities:**

A. Overhead projection of a diagram of a football field, with offensive and defensive teams indicated by O's and X's. (Appendix B) At the direction of the class the positions of referee, umpire, linesman, and field judge are marked on the diagram.

B. Students are asked to contribute oral descriptions of the specialties of each official, this information having been gained through the previous day's assignment.

C. Guided discussion relates to the following questions:

1. Why is it impractical for the players to be responsible for their own officiating? (Rule book is shown.)
2. How much enjoyment would a player get out of a game in which he had to watch twenty-one other men for some infraction of rules at the same time he tried to play?
3. Do trained officials free a player to concentrate on the game itself?
4. Is it also true in other sports that the officials free the players from most of the rules enforcement?

D. Overhead projection of chart depicting an "official", with space to list qualifications. (Appendix C) Students provide these qualifications from their knowledge of the game of football.

E. Guided discussion of the organization of the officiating team, as follows:

1. Are the duties divided?
2. Is someone in charge?
3. Are symbols and mechanical and electronic devices used in order to make for a more efficient job of officiating?

F. Overhead projection of a diagram of a portion of a city or town, with streets, schools, churches, stores, and various vehicles marked in. (Appendix C)

G. Guided discussion as follows:

1. Seen from above, the movements of people in automobiles and on foot, on the streets, in and out of buildings, would all seem like some moves in a complex game. Do we have a rule book for such a game? (Teenager and the Law.)
2. Can we watch all of the many thousands of people engaged in the game for infractions of the rules, or do we need trained officials to help us?
3. With what specialties? (Traffic, juvenile, crime lab . . . .)
4. And how will these officials be organized?

IV. **Assignment:**

List the specialties required of a modern police force in order to enforce the laws in a city or town like ours. This may be done by listing the various departments within a police force or by listing the duties of individual policemen.

V. **Resource Materials Suggested for this Lesson:**

A. Overhead projector
B. Overhead projections as indicated
C. Football rule book
D. Desk copy: Teenager and the Law

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* Note: Handouts may be substituted for overhead projection.

SECOND WEEK — Third Day

I. **Objectives:**

A. To describe the duties of an average policeman during a single day's tour of duty.
B. To determine the extent of knowledge of students with respect to police specialties and fill in the most obvious gaps.

II. **Content:**

A. The teacher should have knowledge of the organization of a modern police department.
B. The teacher should be prepared to discuss the police specialties available to the local community, especially as these pertain to its two major functions:

1. The control of traffic
2. The detection and apprehension of criminals

III. **Major Activities:**

A. A film, **PROFILE IN BLUE**, is shown. (Running time: 30 minutes)
B. A discussion of the film is held, concentrating on such points as the following:

1. What seem to be the characteristics of a good policeman?
2. How many of the specialties or duties shown in the film are on your list?
3. Was there anything in the film that you did not know about policemen?
4. Did you learn anything about the job of the policeman through the eyes of his wife and family?
5. What kind of training did the policeman need in order to perform his job well?
6. What would be the hardest thing about being a policeman?

IV. **Assignment:**

Revise your list of specialties or duties of the police and prepare it to be handed in tomorrow.

V. **Resource Materials Suggested for this Lesson:**

A. Motion picture projector
B. Film: **PROFILE IN BLUE**

SECOND WEEK — Fourth Day

I. **Objectives:**

A. To acquaint students with the qualifications for the job of policeman.
B. To introduce the subject of training for law enforcement.

II. **Content:**

A. The teacher should be prepared to discuss the following factual information:

1. The educational qualifications required for admission to the police recruit program.

2. The physical requirements necessary.
3. Emotional characteristics desired.
4. Curriculum of the training academy.

III. **Major Activities:**

A. Listing of police duties or specialties, from revised lists of the students. These activities are listed on the blackboard.
B. A tape recording of the chief training officer is played. This officer describes the official requirements for admission into police recruit training. Students are asked to make notes of those requirements that they did not previously know.
C. Students are asked to contribute any ideas they might have for additions to the list of requirements.
D. The curriculum bulletin of the police training program is shown to the class, and the quantitative information pertaining to the training curriculum. (i.e. Number of hours of training, number of men ordinarily enrolled, number of instructors, number of hours devoted to various major aspects of training such as traffic, interrogation, or physical conditioning.)
E. The teacher sums up the week's work in a brief resume that touches upon the major points covered:
    1. The necessity for officials
    2. The necessity for training of officials
    3. The specialties for law enforcement on a local level
    4. The duties of a policeman
    5. The requirements for entrance into police training

IV. **Assignment:**

Students are informed that there will be a brief quiz on the week's work at the beginning of the next period. This quiz will cover the points reviewed in simple objective form.

V. **Resource Materials Suggested for this Lesson:**

A. Tape recorder
B. Tape recording: QUALIFICATIONS FOR POLICE TRAINING, Prepared by your Police Department.
C. Curriculum Bulletin of Police Academy

SECOND WEEK — Fifth Day

I. **Objectives:**

A. To secure evaluative information by means of a short quiz.
B. To transmit information on police training at various levels of law enforcement, local, state, and federal.

II. **Content:**

A. The teacher should be prepared to transmit the following information:
    1. The nature of the local police training program.

2. Duties of the various levels of command
3. Checks and balances on police power

IV. **Assignment:**

Students are informed that there will be a brief quiz at the beginning of the next period. They are encouraged to review the handouts given to them during the week, as well as the text materials pertaining to this week's work.

V. **Resource Materials Suggested for this Lesson:**

A. Phonograph
B. Phonograph record: excerpt from The Badmen, as indicated.

THIRD WEEK — Fifth Day

I. **Objectives:**

A. To secure evaluative information by means of a short quiz.
B. To reinforce the concepts of —
    1. The complexity of modern law enforcement
    2. The variety of law enforcement jobs
    3. The checks and balances on police power
    4. The necessity for special training

II. **Content:**

A. The teacher should be prepared to discuss the extent of crime in the United States in terms of crime statistics, using as resources —
    1. The F.B.I. Uniform Crime Reports
    2. The report of the President's Commission on Crime and the Enforcement of Law.

B. The teacher should be prepared to clarify the Supreme Court Decisions relating to law enforcement, as follows:
    1. Mapes
    2. Mallory
    3. Escebido
    4. Miranda
    5. Gault

C. The teacher should be prepared to relate the foregoing to the necessity for advanced methods of training and scientific crime fighting.

III. **Major Activities:**

A. Quiz No. 3 (See Appendix I)
B. Lecture on the extent of crime in the United States, its cost in dollars and misery, and the legal framework within which law enforcement must take place.
C. Overhead projection: chart of crime costs (Appendix J)
D. Overhead projection: ages of offenders (Appendix K)

IV. **Assignment:**

Students are to spend one hour before the next class observing a street, shopping center, playground, or other busy area of the community. They are to record, without names or identification of any kind, any violations of the law that take place in this period of time. These will include traffic, jaywalking, littering, trespass, etc. Students are not to act as policemen or spies, but are to record violations as an exercise in collecting data.

V. **Resource Materials Suggested for this Lesson:**

A. Copy of F.B.I. Uniform Crime Reports
B. Copy or summary of report of the President's Crime Commission
C. Summary of recent Supreme Court decisions indicated
D. Overhead projector
E. Overhead projection of chart of crime costs
F. Overhead projection of chart of ages of offenders

FOURTH WEEK — First Day

I. **Objectives:**

A. To correct any misunderstandings detected by Quiz No. 3.
B. To introduce the ideas of self-enforcement of the law, and cooperative enforcement of the law.
C. To introduce the idea of symbols of authority.

II. **Content:**

A. The teacher should be prepared to discuss the necessity for self-enforcement of the law, indicating that non-police outnumber police by 500-1000 to 1.
B. The teacher should be prepared to continue the discussion of crime statistics.

III. **Major Activities:**

A. Quiz No. 3 is returned and, if necessary, discussed.
B. Law violations tabulated by the students since the previous class meeting are listed on the chalkboard.
C. Guided discussion is held upon the following points:
    1. Although many violations occur, the vast majority of people practice self-enforcement. (i.e. These people refrain from breaking laws.)
    2. Because of the number of people in comparison with the number of police, self-enforcement is a necessity of a modern, complex society. If police had to force or threaten all people into obeying the law, they would have an impossible task.
    3. Often the law is broken because people do not know of or remember the law, therefore it is necessary that certain reminders of the law be placed in the community. Such reminders are signs and symbols of authority. (e.g. NO PARKING AFTER 4 P.M.)
    4. The good citizen helps keep society orderly by cooperating with governmental authority, obeying the signs and responding in a positive way to the symbols of law. (Symbols being such things as yellow lines, red flashing lights, etc.)

D. Students add to the board list a list of symbols or signs of authority, all of which the good citizen is expected to obey or respond to in a cooperative manner.

IV. **Assignment:**

The policeman himself is a symbol of authority. Students are to discover what they can about his uniform and equipment, as follows:

1. Origin
2. Use
3. Meaning to the average citizen (in the ninth grade)

V. **Resource Materials Suggested for this Lesson:**

A. F.B.I. **Uniform Crime Reports**
B. Visual materials, such as magazine or newspaper photographs, depicting signs and symbols of authority.

FOURTH WEEK — Second Day

I. **Objectives:**

A. To prepare for a panel discussion of police symbols.

II. **Content:**

A. The teacher should be prepared to assist students with research into the origin and meaning of such police symbols as —

1. The para-military uniform and its markings
2. The badge
3. The weapons: nightstick, revolver, others
4. The marked vehicle
5. Gestures such as the traffic-directing hand movements.

B. The teacher should be familiar with possible sources of information on police symbols in the school library, the public library, and other materials centers.

III. **Major Activities:**

A. The teacher introduces the idea of a panel discussion based upon the "research" of the previous day's assignment.
B. The class is given the following procedural directions:

1. Three sections will be used. These will be Sections One, Two, and Three from previous grouping.
2. Each section will elect two "experts" to represent it on the panel.
3. Each section will act as a research team for its experts, supplying them with ideas and information for the panel discussion.
4. The panel discussion will focus on four major considerations:
    a. Uniformed versus Non-Uniformed police
    b. Armed versus Unarmed police

c. Marked versus Unmarked vehicles
d. The use of Gestures, Whistles, Sirens, etc.

C. The class is divided into sections, which then elect their two experts. These may act as chairmen and recorders for the group discussions that follow.

IV. **Assignment:**

Students are to continue their research, which is now focused on the four major considerations of the planned panel discussion.

V. **Resource Materials Suggested for this Lesson:**

None.

FOURTH WEEK — Third Day

I. **Objectives:**

A. To continue the preliminary group discussions pertaining to the four topics of the previous day.
B. To prepare students for the forthcoming panel discussion, so that it will be carried out in a prepared, effective, and profitable manner.

II. **Content:**

A. The teacher should be prepared to explain the procedures for the panel discussion, as follows:

1. The four topics will be considered in order, and panelists will take turns exchanging ideas upon each.
2. The class members not on the panel will be asked to jot down questions, not notes, for a possible question-and-answer period following the panel discussion.
3. Panelists should confine contributions to one minute or less; they should not make prepared speeches.

B. The teacher will only participate when an important bit of misinformation is being transmitted, thus it will be necessary for the teacher to be prepared in the facts of the four major topics, especially during the preliminary group discussions.

III. **Major Activities:**

A. The class will be grouped into its sections and continue its discussions for the benefit of each team's experts.
B. The teacher will select the student with the least favorable attitude toward law enforcement and ask this student to act as moderator for the panel discussion the following day.

IV. **Assignment:**

Students are to prepare an evaluation sheet for the forthcoming panel discussion. The panelists are to be judged on their contribution to the discussion (was it major, minor, or doubtful) and on their ability to hold the interest of the group. These evaluation sheets will be collected by the teacher after the panel discussion. Their exact form is left to the teacher's discretion.

V. **Resource Materials Suggested for this Lesson:**

A. A sample evaluation sheet.

FOURTH WEEK — Fourth Day

I. **Objectives:**

A. To encourage the class to think as a group about the basic symbols of the law enforcement officer, by presenting facts and opinions concerning such symbols in a panel discussion.
B. To introduce the concept of community pride in the reputation of its police department.

II. **Content:**

A. Uniformed versus Non-Uniformed police
B. Armed versus Unarmed police
C. Marked versus Unmarked vehicles
D. Gestures, Whistles, Sirens, as symbols

III. **Major Activities:**

A. Student panel discussion, moderated by a student leader.
B. Question-and-answer period.

IV. **Assignment:**

Students are to locate clippings or articles on the topic:

"A City's Reputation Depends upon
Its Police Department"

The references should touch on such facts as the following:

1. Crime rates affect property values
2. Visitors gain an image of the city from its police
3. Unsafe streets and neighborhoods affect regular community activities, including local business and recreation.

Students are reminded that there will be a quiz the following day. It will be devoted to the prevalence of crime and the necessity for citizens to practice self-enforcement and cooperative enforcement of the law.

V. **Resource Materials Suggested for this Lesson:**

None.

FOURTH WEEK — Fifth Day

I. **Objectives:**

   A. To secure evaluative information by means of a short quiz.
   B. To review the continuity of the unit to this point, according to the following outline:
      1. Man, in his daily life, is regulated by three kinds of law: (a) natural law, (b) man-made law, and (c) certain rules, such as manners, that are part of special cultures.
      2. Man is not able to work and play at his best, if he must constantly make sure that others follow the rules, therefore, there is a need for officials. This is especially clear in organized sports.
      3. Since the rules of society are complex and there are special skills required to enforce them, special selection and training is necessary. In addition, a highly efficient network of agencies is required to enforce law at all levels.
      4. The organization of a police department involves many jobs and many bureaus with various responsibilities.
      5. Despite all of the specialists and specialties involved in enforcing the law, an orderly society still needs the cooperation of most of its citizens. It encourages such cooperation by the use of signs and symbols of authority.
      6. The policeman is both an agent and a symbol of authority; his is a special function in our society.
   C. To introduce the **Law Enforcement Code of Ethics.**

II. **Content:**

   A. The teacher should be prepared to review the content of the unit to this point.
   B. The teacher should be familiar with the Law Enforcement Code of Ethics, (Appendix L) from Commission on Peace Officers' Standards and Training, California.

III. **Major Activities:**

   A. Quiz No. 4 (See Appendix M)
   B. Review discussion, guided by the teacher, with special attention to notebook information.

IV. **Assignment:**

Students are encouraged to read in **Teenagers and the Law** those passages that are of special interest to them. (The teacher may wish to select laws that deal with especially pertinent current events.)

V. **Resource Materials Suggested for this Lesson:**

   A. **The Law Enforcement Code of Ethics.** Duplicated and distributed to all students for their notebooks.
   B. Review outline.

FIFTH WEEK — First Day

I. **Objectives:**

A. To correct misunderstandings detected by Quiz No. 4.
B. To expand upon the constructive contributions to society that are made by law enforcement officers.
C. To contrast the constructive police contributions to the destructive or negative forces of a criminal.
D. To introduce the need for modern scientific crime prevention and detection.

II. **Content:**

A. The teacher should be prepared to present factual information concerning the duty and non-duty activities of police that make important contributions to a modern community. (This presentation should concentrate on those activities that are not devoted to traffic regulation or the detection and apprehension of criminals. For example, the following:

1. The rendering of first aid in emergency situations
2. The finding and returning of lost children
3. The assisting of travelers
4. The control of crowds at all types of events
5. The detection and control of safety hazards
6. The giving of assistance to physically and mentally ill persons (including suicide prevention).
7. Service of all kinds, with youth, in-church activities, for all types of charitable events
8. Self-improvement through continuing education
9. Other

B. The teacher should be prepared to discuss factual case histories of such contrasting, often glamorized figures as John Dillinger.

III. **Major Activities:**

A. Guided discussion, beginning with points of interest in the reading of the previous assignment, as follows:

1. Reading about the law gives some idea of how much is expected of a person who is charged with its enforcement.
2. In addition to his duty of enforcement, however, the modern law officer contributes other services to his community.

B. Recording of an interview with a police officer, as he describes the types of situations that he is trained to handle. Students are asked to list pertinent contributions to the community as they listen. This listing is to be included in the notebook.
C. Teacher presents a thumbnail biography of a criminal. Discussion contrasts the two lives and their contribution to society. It is important that the students make these contrasts.

IV. **Assignment:**

Within society there are people charged with the enforcement of its rules, and at the same time there are people who wish to distort those rules or break them for their own personal gain. One group attempts to protect you, the other attempts to prey upon you, exploit you, even injure you. In this deadly game of "cops and robbers", as the criminal becomes more clever, more mobile, and more ruthless, the law enforcement officer must turn to science for help in protecting society. Find out what you can about modern means of crime detection. Take notes for a short paper to be written later.

V. **Resource Materials Suggested for this Lesson:**

   A. Recording: Contributions of a policeman to society, in addition to traffic control and crime detection.

   B. Assignment sheets, duplicated, to be handed out to the class. These sheets describe the short paper to be written, and present the topic to be used.

FIFTH WEEK — Second Day

I. **Objectives:**

   A. To describe modern methods used in the detection and apprehension of criminals.

   B. To emphasize the complex and powerful forces arrayed against the law breaker.

II. **Content:**

   A. The teacher should be prepared to discuss and transmit factual information on such scientific aids as:

      1. Improved communications systems, including portable radio transmitters and receivers.
      2. Fingerprinting
      3. Scientific tests of all kinds (using public and private laboratories and experts)
      4. Polygraph
      5. Voiceprints
      6. Data processing techniques
      7. Others

   B. The cooperation of various police and private agencies should be presented factually.

III. **Major Activities:**

   A. The teacher introduces a game called "Detection" based upon the research of the class, as follows:

DETECTION

1. The class is divided into three groups and given 3 x 5 cards.
2. The members of Group I are told to write on their cards a brief description of a crime. (Example: Two boys steal car for joyride).
3. The members of Group II are asked to review their notes on modern crime detection because in a few minutes they will be called upon to use their knowledge to detect or apprehend the criminals described by Group I.
4. Members of Group III will act as judges of the game, and will indicate on their cards a I, if Group I's criminal seems to avoid apprehension, and a II, if Group II's methods seem sufficient to apprehend.

IV. **Assignment:**

A. Review the table of contents in **Teenagers and the Law.**
B. Be prepared to discuss the law and its effects on you as a teenager.
C. Notebooks are to be turned in the day after tomorrow.

V. **Resource Materials Suggested for this Lesson:**

A. Drawing materials, paper, and poster card as in previous lesson.

SIXTH WEEK — Third Day

I. **Objectives:**

A. To conclude plans for the SAP Program. (It may be confined to the class, if no enthusiasm for extending it to the whole school is forthcoming.)
B. To conclude discussions of **Teenagers and the Law.**

II. **Content:**

A. The teacher should be prepared to extend the SAP Program as desired by the class, through whatever channels exist within the school setting. (Student Council, for example.)
B. The teacher should be prepared to discuss **Teenagers and the Law.**

III. **Major Activities:**

A. If desired by the students, a delegation can be elected to present the SAP Program to Student Council, to the administration, or to whatever body should be consulted as a next step in incorporating such a program in the school.
B. Guided discussion of **Teenagers and the Law** focuses on youth's own responsibility to know and abide by the law.

IV. **Assignment:**

It is announced that a final review of the entire unit will take place the next day. After the review, notebooks will be collected.

V. **Resource Materials Suggested for this Lesson:**

None.

SIXTH WEEK — Fourth Day

I. **Objectives:**

A. To review the entire unit on **The World of Laws.**

II. **Content:**

A. The teacher should be prepared to review the material covered during the unit, outline the most important areas, and indicate the nature of the Six-Week Test to be given the next day.
B. The teacher should be prepared to answer questions on the entire unit.

III. **Major Activities:**

A. Guided discussion of the unit.
B. Collection of student notebooks.

IV. **Assignment:**

Students are advised to study for the test.

V. **Resource Materials Suggested for this Lesson:**

None.

SIXTH WEEK — Fifth Day

I. **Objectives:**

A. To secure a final evaluation of the students in this unit.

II. **Major Activities:**

A. A comprehensive Six-Week Test is administered.
B. Students are congratulated for their interest and assistance in this phase of their social studies course.
C. If circumstances warrant, progress of the SAP Program is reported.

END OF THE UNIT

APPENDIX A

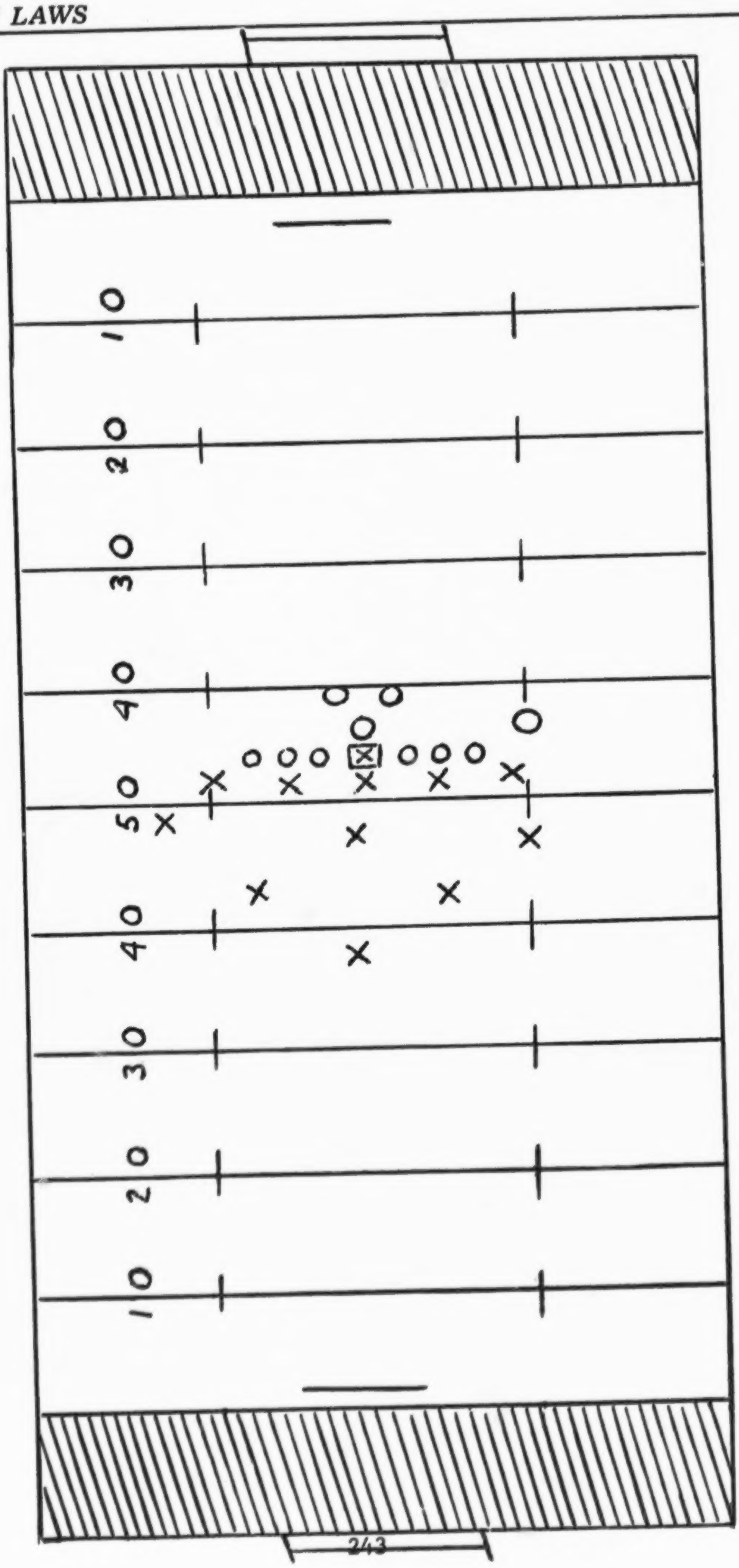
It is suggested that all quizzes be of short duration and composed of short answer, completion type items, matching items, or multiple choice items. Although the authors do not presume to suggest standardization of tests and quizzes, since various classes will present varying situations, a set of sample quizzes and tests will be made available upon request. *

Rationale for Quizzes and Tests

In such a new and different kind of unit it will be necessary to make the students aware that evaluation and grading are as much a part of this work as they are a part of the standard curriculum unit. While it is not expected that grades will be the only incentive for students who are studying this unit, it should be evident that this form of incentive cannot be ignored. Teachers should be prepared, therefore, to evaluate all participating students as they are normally evaluated in the ongoing class.

* These samples are composites of quizzes and tests given during the experimental phase of the curriculum unit development.

APPENDIX B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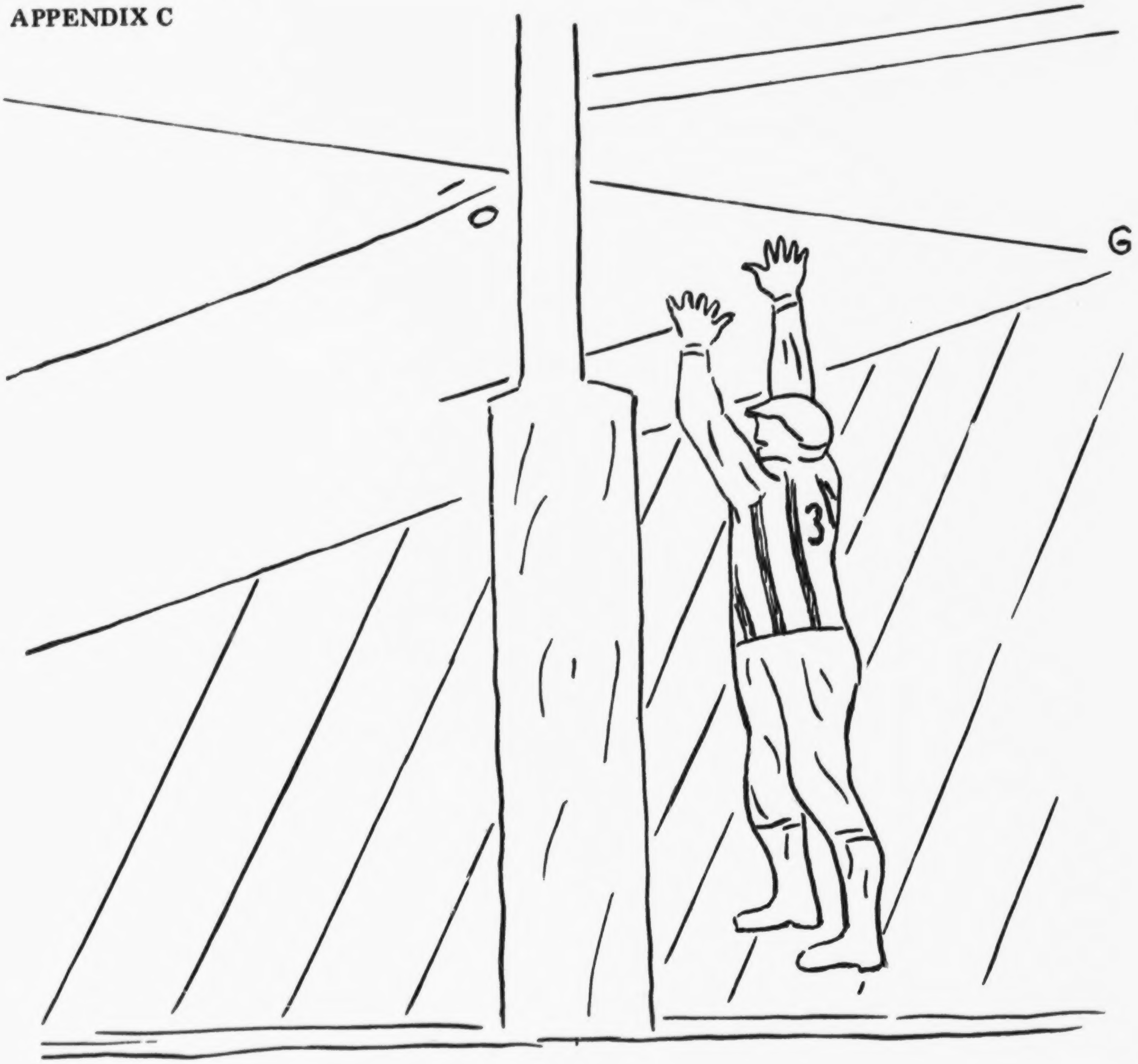
10

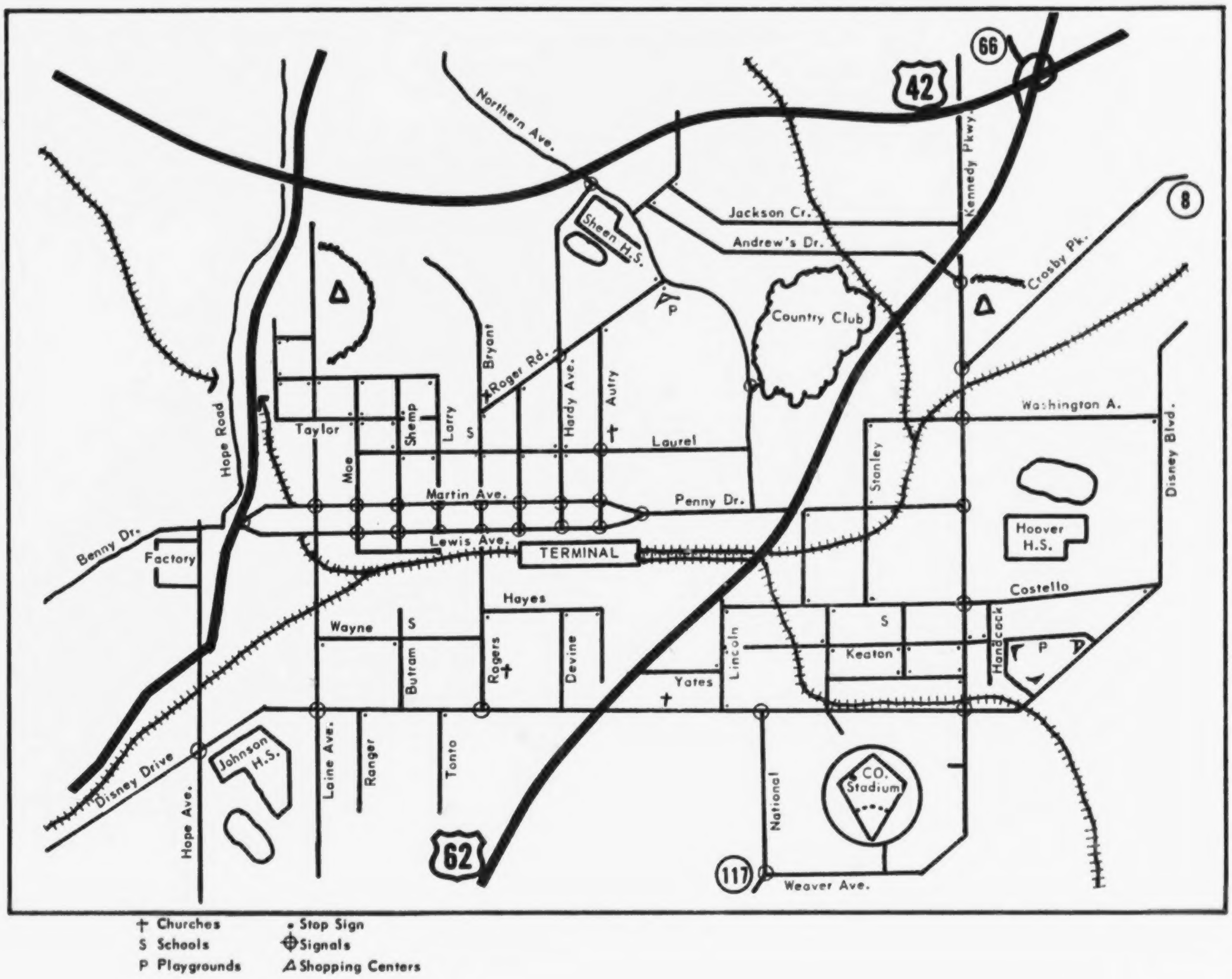
KEY: O - OFFENSE
X - DEFENSE

APPENDIX C



QUALITIES

APPENDIX D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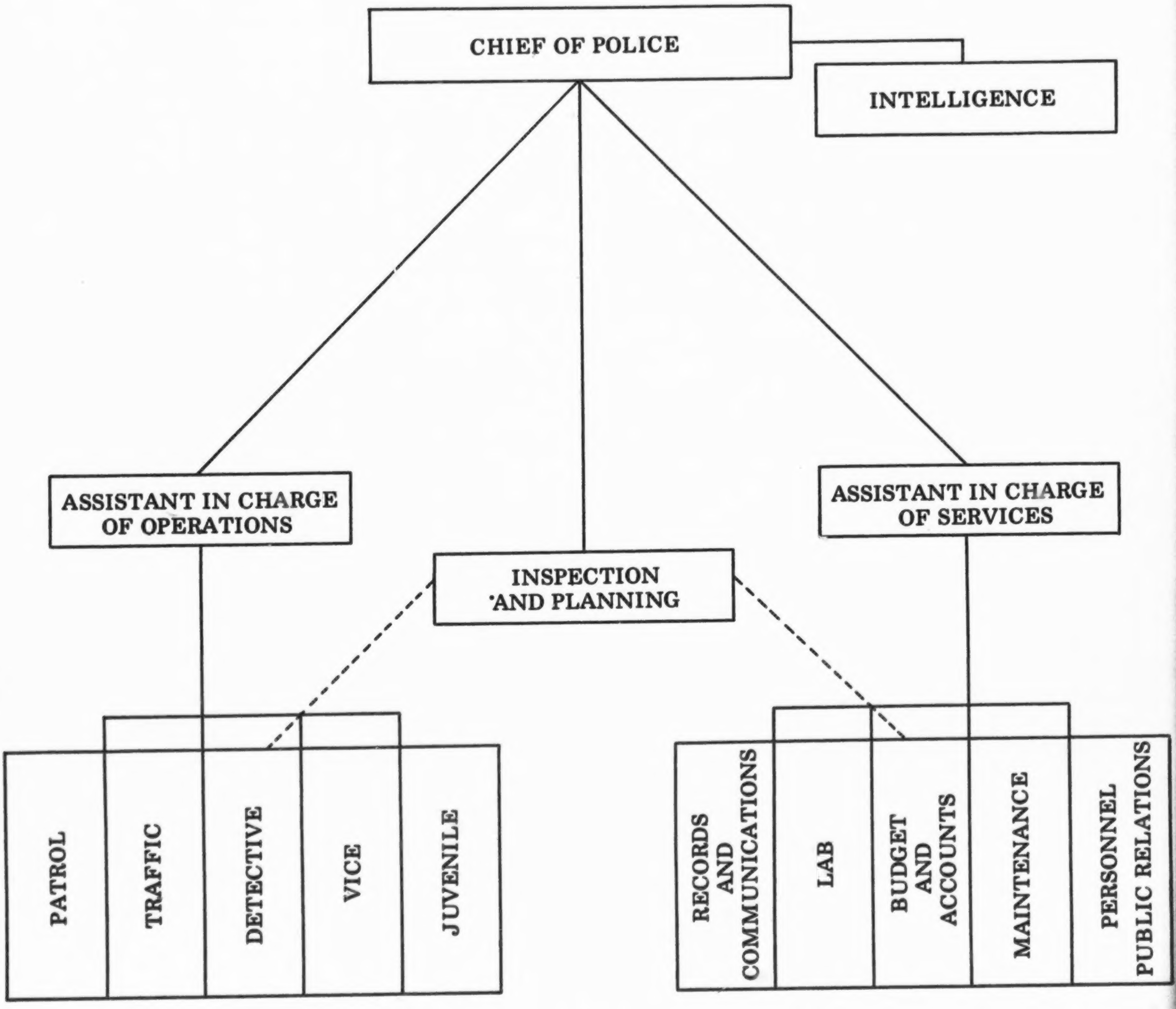
42
8
62
117
Northern Ave.
Jackson Cr.
Andrew's Dr.
Sheen H.S.
P
Country Club
Kennedy Pkwy.
Crosby Pk.
Washington A.
Disney Blvd.
Hope Road
Taylor
Moe
Shemp
Larry
S
Bryant
Roger Rd.
Hardy Ave.
Autry
Laurel
Martin Ave.
Penny Dr.
Lewis Ave.
TERMINAL
Benny Dr.
Factory
Stanley
Hoover H.S.
Costello
Hayes
Wayne
Butram
Rogers
Devine
Yates
Lincoln
Keaton
Handcock
Johnson H.S.
Disney Drive
Hope Ave.
Laine Ave.
Ranger
Tonto
National
CO. Stadium
Weaver Ave.
Churches
S Schools
P Playgrounds
Stop Sign
Signals
Shopping Centers

APPENDIX E

Sample quiz is available upon request. Address all inquiries to:

Dr. Robert Portune
Department of Secondary Education
University of Cincinnati
Cincinnati, Ohio 45221


CHIEF OF POLICE
INTELLIGENCE
ASSISTANT IN CHARGE OF OPERATIONS
ASSISTANT IN CHARGE OF SERVICES
INSPECTION AND PLANNING
PATROL
TRAFFIC
DETECTIVE
VICE
JUVENILE
RECORDS AND COMMUNICATIONS
LAB
BUDGET AND ACCOUNTS
MAINTENANCE
PERSONNEL PUBLIC RELATIONS

APPENDIX K

AGE OF OFFENDERS

Offense Charged	Age Under 15	15	16	17	18
Criminal homicide: (a) Murder and non-negligent manslaughter	53	64	141	144	160
(b) Manslaughter by negligence	24	13	36	73	72
Robbery	3,576	1,771	2,218	1,952	2,127
Aggravated assault	2,708	1,735	2,306	2,064	2,105
Burglary — Breaking and entering	34,505	13,059	13,266	9,845	8,109
Larceny — theft	78,713	25,001	25,254	17,597	13,137
Auto theft	12,509	13,499	14,235	8,307	5,204
Other assaults	8,224	3,920	4,811	4,560	5,003
Embezzlement and fraud	324	189	319	332	585
Stolen property; buying, receiving, etc.	1,456	728	929	760	698
Forgery and counterfeiting	438	383	568	684	830
Prostitution and Commercialized vice	82	84	128	269	736
Narcotic drug laws	251	268	520	737	996
Weapons; carrying, possessing, etc.	2,405	1,656	2,272	2,081	1,992
Offenses against family and children	222	119	155	240	906
Liquor laws	1,739	3,164	7,783	10,726	12,771
Driving while intoxicated	25	55	362	769	1,612
Disorderly conduct	23,991	11,776	17,014	16,205	19,761
Drunkenness	1,626	2,211	5,091	7,419	13,372
Vagrancy	2,005	1,414	2,727	4,415	5,174
Gambling	240	274	563	690	1,059
All other offenses, except traffic	96,857	43,306	50,552	33,193	19,421
Suspicion	5,609	3,237	5,027	5,625	6,352
TOTAL	227,582	127,926	156,277	128,687	122,182

APPENDIX L
LAW ENFORCEMENT CODE OF ETHICS

AS A LAW ENFORCEMENT OFFICER, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality, and justice.

I WILL keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I WILL never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I RECOGNIZE the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession . . . law enforcement.

APPENDIX M

Sample quiz available on request.

APPENDIX N

I. **Inferior Courts** (Usually not a court of record and are informal)

A

Hears the Following Cases

1. Minor Matters
2. Petty Misdemeanors
3. Preliminary Hearings for Serious Misdemeanors

B

Names of Inferior Courts in Municipalities

1. Municipal
2. City
3. Magistrate
4. Police

C

Inferior Courts in Rural Areas

1. Justice of the Peace

D In the Federal system a United States Commissioner may act as committing magistrate, set bail, and bind over for trial.

II. **Trial Courts** (Courts of original or general jurisdiction) Operates as a court of record with formal hearings.

A

Source of Cases for this Court

1. Appeals from inferior courts
2. Complaint or information from the prosecutor
3. Presentment or indictment of a grand jury
4. Referral from inferior courts

B

Cases heard by this Court

1. Major misdemeanors
2. Felonies

C

Federal Systems

Hear cases that occur in:

1. The United States
2. Territorial Possessions
3. On vessels of this nation

D

District Courts in this System

1. County
2. State
3. District
4. Superior
5. Circuit

E

Courts of Special Jurisdiction

1. Juvenile
2. Probate
3. Civil Matters

III. **Appellate Courts**

A. Source of cases:
   1. Appeals from inferior courts
   2. Decisions from inferior courts

B. The Appellate Courts either affirm or reverse decisions of lower courts.

IV. **State Supreme Courts**

A. Final Court of Appeals in the state system.

V. **United States Supreme Court**

A. Final Court of Appeal in the Federal system.

B. This Court hears appeals from state courts when issues involve the Federal Constitution.

RESOURCE MATERIALS LIST

Books Used

Germann, A. C., Day, Frank, and Gallati, Robert, **Introduction to Law Enforcement**; Springfield, Charles C. Thomas Co., 1966.

Hanna, John, **Teenagers and the Law**; Boston, Ginn and Company, 1967.

Portune, Robert, **Catch Me If You Can**; Cincinnati, University of Cincinnati, 1965 (mimeograph).

Films

Every Hour, Every Day, International Association of Chiefs of Police, Washington, D. C.

Policeman Day and Night, Charles Cahill, Los Angeles, California.

Profile in Blue, Television Station WCET, 2222 Chickasaw Street, Cincinnati, Ohio 45219, Attention: Program Manager.

Tapes

Interview with the Big O, University of Cincinnati, original.

Inventing a Game, University of Cincinnati, original.

Cincinnati Police Calls, University of Cincinnati, original.

Record

The Badmen, Legacy, Columbia Records, Inc.

The NATURE of the EARLY ADOLESCENT

A Training Unit for Police

Designed and developed under the direction of Dr. Robert Portune

A JOINT PROJECT OF THE COLLEGE OF EDUCATION, UNIVERSITY OF CINCINNATI, AND THE CINCINNATI POLICE DIVISION.

**Prepared under Grant No. 052, Office of Law Enforcement Assistance,
U. S. Department of Justice**

***Address all inquiries to Dr. Robert Portune, Head, Department of Secondary Education,
College of Education, University of Cincinnati, Cincinnati, Ohio 45221***

GENERAL INTRODUCTION

This curriculum unit has been designed to acquaint the police trainee with the nature of the early adolescent. This unit was developed at the University of Cincinnati, Cincinnati, Ohio, in cooperation with the several police departments in Hamilton County, Ohio. This project was funded by the Office of Law Enforcement Assistance, United States Department of Justice, and was carried out under the direction of Dr. Robert Portune and Cincinnati Police Chief, Colonel Jacob W. Schott.

HISTORY OF THE PROJECT

A 1965-66 pilot attitude study of 1000 Cincinnati junior high school pupils (conducted by the Project Director in cooperation with the Cincinnati Public Schools and the Cincinnati Police Division) revealed that the attitudes of early adolescents toward law enforcement are most directly influenced by the police contact. Quite often such contacts result in adverse attitudes, even among the great middle group from which the law enforcement agency must draw its greatest support. Too often the police officer, in his casual contacts with early adolescents, in his interview of early adolescents, and in his formal interrogation of early adolescents, displays a lack of understanding of the nature of this age group.

Since many authorities feel that the early adolescent years are of prime importance in attitude formation, it is felt that a special effort should be made by police agencies to create a favorable image of the police officer for this particular and peculiar age.

During the academic year 1966-67 the Department of Secondary Education at the University of Cincinnati, with the assistance of selected police officers, proceeded to develop the curriculum unit contained in this volume. In Spring, 1967, this unit was taught experimentally at the Cincinnati Police Academy as it is presented here.

Objectives

At the conclusion of this unit the police trainee should

- be able to state the importance of creating a favorable police image in the mind of the early adolescent,
- be able to identify certain psychological characteristics that make early adolescence a unique life-period,
- be aware of certain physical changes taking place in early adolescence,
- have corrected certain mistaken ideas that prevail concerning the early adolescent,
- be acquainted with the major characteristics of the adolescent sub-culture, its alien nature, and its causes and consequences,
- have knowledge of certain factors that enhance the image of the police officer in his general and specific contacts with early adolescents,
- be able to point out how a favorable image contributes to his success as a police officer and the success of the police department as a whole.

Unit prepared by the following participants:

Lieutenant Robert Bradford, Hamilton County Sheriff's Patrol
Lieutenant Woodrow Breig, Cincinnati Police Division
Patrolman Kenny Chitwood, Cincinnati Police Division
Captain Joseph Crawford, Cincinnati Police Division
Chief Fred W. Engelman, Reading, Ohio, Police Department
Sergeant Harold Fassnacht, Amberly Village Police Department
Lieutenant Belton Flick, Norwood, Ohio, Police Department
Specialist Bobby Hill, Cincinnati Police Division
Chief Howard R. Makin, Delhi Township Police Department
Sergeant Wesley Mysonhimer, Cincinnati Police Division
Policewoman Novella Noble, Cincinnati Police Division
Policewoman Patricia Whalen, Cincinnati Police Division

Dr. Robert Portune, Director
Dr. Jack E. Corle, Assistant Director

Content	Activities
gans, fads, and situations that are acceptable to his group.	
H. The basic needs of all adolescents 1. Physical well-being (food, clothes, shelter) 2. Recognition 3. Love 4. Self-esteem (his own image of himself is important) 5. Independence 6. Feeling of success	13. Use of chalkboard here, to impress trainee with needs.
I. When his needs are not met 1. His tensions are heightened 2. His frustrations increase 3. He substitutes other satisfactions or strikes out against society.	14. Use examples of various kinds of anti-social behavior that might be caused by failure to satisfy needs.
J. What is "normal" adolescent behavior? 1. Great changes 2. Extremes of emotion 3. Confusion and fear 4. Over-rejection of adults' rules and standards to establish own individuality 5. Constant testing of limits put upon his behavior 6. Overly critical of adults 7. Sensitive to opinions of opposite sex 8. Developing hardened attitudes toward society and its institutions.	
IV. The nature of the early adolescent: social subculture	15. Introduction, using "hip" slang of the adolescent subculture.
A. How he becomes an alien creature 1. His language 2. His entertainment 3. His dress	16. Distribution of list of song titles, with names of groups, almost solely supported by early adolescent record purchases.
B. The total environment of the early adolescent 1. Triangle of influence a. Home b. School c. Street	17. Chalkboard drawing of triangle of influences.
2. Home environment a. Parents over-protective, defensive,	18. Lecture

Content	Activities
confused	
b. Manipulated by adolescent	
c. Quick to challenge police officer	
d. Content to let adolescent out of family group, forcing him more and more into his own age group	
e. Good home not easily identifiable — not defined by socio-economic level	
f. Most permissive homes have most problems. Parents who set limits, but do not frustrate all of the adolescent's need for independence have most success.	18. Lecture
g. Home disintegrating factors	
1. Mother dominance	
2. Divorce or separation	
3. Drinking	
4. Permissiveness	
5. Social-lag of parents behind children	
3. School environment	
a. Junior high school brings increased teacher contacts, less stability	
b. More individual responsibility expected	
c. School may increase frustrations	
1. Causing truancy	
2. Causing in-class disturbance	
3. Causing open defiance and hostility	
d. Interscholastic athletics helpful to boys	
e. School social affairs allow a playing of	

Content **Activities**

masculine and feminine roles — often over-played to point of disturbance

    f. Unique sub-culture within school
        1. Candies, Middle Group, Hoods
        2. Much of the social relationship is youth with youth — alienated from adults.

4. Street environment
    a. The gang — satisfies the need for identity with the peer group
    b. Inter-relationship not the same as with the school subculture
        1. Different criteria for leadership
        2. Power of automobile — it is power
        3. Money is power
        4. Physical strength is power
        5. A basic kind of cunning is power
    c. Good versus bad gangs
    d. Special tensions on minority groups
    e. Gangs can be reached through their leadership
    f. Gang members can be detached, since hard-core nucleus is small
    g. Gang members can "use" or "make fool of police officer" who does not take action against overt or deviant behavior
    h. Police officer has more access to early adolescent on street than in school or home, therefore he should understand the street subculture
5. Cultural-sociological influences

Content

- a. Concentration of industry
- b. Deterioration of neighborhoods
- c. Transient population
- d. Minority groups

6. Results of such influences
   - a. Social disorganization
   - b. Lack of pride in community
   - c. Inability to identify with community
   - d. Rejection by majority
   - e. Hostility toward police who are thought to represent the "establishment"
7. Behavior characteristics to watch for
   - a. Purposelessness
   - b. Maliciousness
   - c. Negativism
   - d. Thrill-seeking
   - e. Short-duration gratification
   - f. Group autonomy — need to belong — "we" syndrome
   - g. Search for status symbols
8. Conclusion
   - a. Most early adolescent troubles are socio-economic in root cause. A fat boy feels freakish because society approves lean boys, for example.
   - b. Most early adolescents need a feeling of worth; they must feel valued.
   - c. Most early adolescents want to be included in the mainstream of American culture — their own subcultures are either caricatures or contracultures.
     1. They imitate the surface manifestations

Activities

Lecture (continued)

Content

2. They do just the opposite of what they think adult culture respects
3. Both No. 1 and No. 2 are caused by a feeling of being left out—of being alien.

V. The police image: creation of favorable early adolescent attitudes
   1. Factors that decrease early adolescent respect
      a. Slow apprehension
      b. Lack of consideration of causes of misbehavior
      c. Refusal to become acquainted with juveniles on beat
      d. Refusal to respect adolescent as a worthwhile person
         1. Officer uses sarcasm or profanity
         2. Officer is rude
         3. Officer makes light of juvenile problem
         4. Officer makes light of juvenile request, advice, information
      e. Too quick resort to fear and physical force — the "easy way" of handling juveniles
   2. Where the image is created: general contact
      a. Crowd control posts
      b. Traffic posts
      c. Under investigative conditions (when juvenile is observer) on street or in his home
      d. Patrol (foot and car)
      e. Giving information to juvenile
      f. Transporting juvenile
   3. Where image is created: specific contact
      a. Initial contact to get to know adolescent on beat
      b. Maintaining the contact
      c. Informant contacts

Activities

12. Special film: "LOCAL POLICE ACTIVITIES"
    Special tape: Comments of early adolescents, reacting to short scenes of the special film

Content	Activities
d. Complainant contacts e. Witness contacts f. Suspect contacts	
4. What the policeman can do to help himself in contacts with early adolescent	13. Distribute list of DO's and DON'T's

	DO		DON'T
1.	Be friendly — SMILE	1.	Ignore a wave or smile
2.	Remain objective, calm, and professional in manner	2.	Reflect the attitude of the group
3.	Take the initiative to speak	3.	Feel that forcing the adolescent to greet you first scores a "point" for our side
4.	Maintain a neat appearance, both on and off duty	4.	Forget how much an early adolescent wants to criticize
5.	Attempt to speak grammatically correct English	5.	Imitate the language of the adolescent
6.	Refrain from profanity and derogatory comments (like "punk")	6.	Confuse firmness with loudness
7.	Refer to, or compliment youth on, the good things they accomplish	7.	Judge all adolescents by the hard-core delinquents
8.	Remember the special psychology (and physical change) of the early adolescent	8.	Begin thinking of early adolescents as "little adults"
9.	Remember that you create an image of all police officers in the young mind	9. & 10.	Forget that you are a public figure, that to many you and you alone represent the full majesty and dignity of government under law
10.	Drive your vehicle, both on and off duty, in a manner designed to set an example		
11.	Be firm, be fair, be friendly	11.	Take antagonism personally, since you are probably not the real object of the hostility
12.	Learn to listen	12.	Do all the talking
13.	Learn to interpret the gestures and facial expressions of early adolescents	13.	Forget that all human behavior is motivated by something
14.	Learn to recognize fear in its many disguises. (Tears, laughing, snarling, sneering, chattering, etc.)	14.	Ever think the early adolescent is as knowledgeable, mature, or competent as you are
15.	If you are rebuffed at first, keep trying	15.	Ever give up on any youngster
16.	Try to be exactly the kind of person you expect the adolescent to be.	16.	Bring yourself down to his level, but make him think above his level.

RECENT LEAA PUBLICATIONS

General

Third Annual Report to the President and the Congress on Activities under the Law Enforcement Assistance Act of 1965(April 1, 1968).

Project Reports and Dissemination Documents

Grant #007	From Campus to Corrections: Institutes to Attract College Students to Correctional Services
Grant #013 #140 and #66-3	Crime Laboratories - Three Study Reports
Grant #016, #053 and #087	Statewide Police Command and Supervisory Training--Three Demonstration Projects .New Jersey Mobile Training Units .North Carolina Police Management Institute .Arkansas Regional Courses for Police Supervisors
Grant #017	State Police Systems
Grant #020	The APCO Project--A National Training Manual and Procedural Guide for Police and Public Safety Radio Communications Personnel
Grant #198 (S.022)	Project Sky Knight: A Demonstration in Aerial Surveillance and Crime Control
Grant #085	Harvard Student District Attorney Project
Grant #153	Reports, Records and Communications in the Boston Police Department: A System Improvement Study
Contract #67-22	Police Management Training in Eight Southern States
Grant #178	Model In-Service Training Program for Correctional Personnel: A University of Georgia Project
Grant #069, #110 and #239	Governors' Planning Committees on Criminal Justice--Three Study Projects .Iowa Crime Commission .State of Michigan--Governor's Committee on Law Enforcement, Administration of Justice and Corrections .State of West Virginia--Governor's Committee on Crime, Delinquency and Corrections

RECENT LEAA PUBLICATIONS

Article Reprints on LEAA Projects

Grant #006	Interrogation and the Criminal Process
Grant #035	The NDAA/LEAA Project--Training Program for Prosecuting Attorneys
Grant #037	Big Help for Small Offenders (The Reader's Digest, April 1968)
Grant #039	Computer Mapping - A New Technique in Crime Analysis
Grant #053	Police Executive Development in North Carolina
Grant #071	A Communication System for the Washington, D.C. Metropolitan Police Department
Grant #127 #162 and #165	The OLEA Fellowship Program
Grant #157	Training Police as Specialists in Family Crisis Intervention: A Community Psychology Action Program
Grant #168	SIMBAD (University of Southern California project to develop a mathematical model of the probation process)
Grant #198 (S.022)	Sky Knight, The Heavenly Prowl Car (The Reader's Digest, April 1968)
Grant #241	Correctional Staff Training Institutes
Contracts #66-2 and #66-11	Surveys of Population Samples for Estimating Crime Incidence

* * *

Copies of the foregoing are available on request directed to the Dissemination Office, Office of Law Enforcement Assistance, U.S. Department of Justice, Washington, D.C. 20537.